



# Relationships Education and Health Education Policy

Prepared By:

Name: DCEO - Education

Approved By:

Name: CEO

Date:

Date: September 23

Start Date:

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Review Date:

Date: September 24

## INTRODUCTION AND STATUTORY GUIDANCE

This Policy is written in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance September 2020. The policy has been produced in partnership with Hamwic Education Trust.

As a primary school we are required to teach Relationships Education and Health Education (RHE). Parents were consulted on the policy in the summer term 2020

The statutory guidance used to inform this policy is listed below

- As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).
- We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is of similar breadth and depth to the National Curriculum. This includes the requirement to teach the elements of sex education contained in the science curriculum. At Sholing Infant School we follow the national curriculum for science.
- In teaching Relationships and Health Education, we are 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](#).

## DEFINITIONS AND KEY AREAS OF TEACHING

### Relationship Education

Relationship Education will focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

All teaching will reflect the Equality Act 2010 ensuring there is no discrimination for any pupil or family with protected characteristics. This does not prevent church schools from teaching about a faith perspective regarding relationships as part of the wider teaching.

Children will be taught in an age-appropriate way about the characteristics and values of healthy relationships, including area such as differences, boundaries, respect, trust and kindness.

Teaching will focus on both face-to-face and online relationships recognising the significance of the digital world we now embrace. Teachers will also take all opportunities to discuss positive emotional and mental well-being with children.

The characteristics that will be taught are also reflected in the school values, which embody the schools aims to create a school in which :

- Everyone is happy, confident and valued.
- Everyone takes a pride in the school.
- All children have equal opportunities across a broad, balanced and exciting curriculum.
- Children develop a sense of personal responsibility, self-discipline and pride in their achievements.
- We instil an enthusiasm for learning.
- Children are equipped with skills which will enable them to become independent learners with enquiring minds.
- Standards of attainment and expectations are high in all curriculum areas.
- Children behave well and have a good understanding of social and moral values. They are helped to develop an appreciation of the cultural and spiritual aspects of life.
- The whole school community works in partnership.

Learning will be planned to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020 (see appendix 1), under the broad headings of

- Families and people who care for me



- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

### **The Science Curriculum - body changes and life cycles**

Sex Education beyond the requirements of the science national curriculum is not compulsory in primary schools. In line with year group expectations, at Sholing Infant School, children will learn the names and label the different parts of a body and the life cycle of a human. As we only teach what is mandatory within the science curriculum, parents do not have the right to withdraw children from these scientific lessons.

We recognise that during such lessons, children may have questions as a result of their learning. We are mindful that unanswered questions often lead to misconceptions and will aim to avoid this where possible. When questions arise, they will be dealt with as follows.

- Questions directly linked with the science taught will be answered factually for the class or individual.
- Questions of a personal nature directly linked to the teaching may need to be dealt with by talking directly to the child with an additional adult also present. If deemed necessary, teachers will inform parents of the questions asked.

### **Physical Health and mental wellbeing**

Health and wellbeing education will focus on the characteristics of good physical health and mental wellbeing. It will include aspects such as the importance of exercise, good nutrition and the normal range of emotions we experience. Pupils will be taught about moderation, including online and the positive two-way relationship between good physical health and good mental wellbeing.

Learning will be planned at an age appropriate level to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2020 (see appendix 2), under the broad headings of

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

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## RELATIONSHIPS AND HEALTH CURRICULUM DELIVERY

Relationships and Health Education (RHE) is taught through weekly and links with the whole school assembly programme. An overview of the broad topics covered and the linked Relationship and Health objectives can be found in appendix 3.

The 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 are mindful that some children with SEND may need additional support to understand the themes and learning within the relationships and health education curriculum. Teachers will draw on their knowledge of the child to ensure learning is differentiated appropriately.

We will keep abreast of local contextual issues and support these through our curriculum where possible.

Pupils will be given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, as is their human right. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

In Southampton, we are aware that the locality is towards the end of the 2017-2025 Health and well-being plan and that the pandemic has slowed progress. The locality also now has a 2022 – 2027 Education Strategy plan with the vision of: *we want all children and young people in Southampton to get a good start in life, live safely, be healthy and happy and go on to have successful opportunities in adulthood. A rise in domestic abuse and violence against women and girls has led the city council to produce a targeted 2023-2027 plan.*

Sensitivity and respect will be shown to all children when teaching about personal relationships and is taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

## ROLES AND RESPONSIBILITIES

### The governing body

The governing body will consult parents, suggest amendments to the headteacher and approve the RHE policy. They will hold the headteacher to account for its implementation.

### The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from any non-scientific components of sex education (in line with the science national curriculum).



The Headteacher will determine whether any aspects of the curriculum will be delivered by professionals outside of the school)

## Staff

Teaching staff are responsible for:

- Delivering Relationships and Health Education in a sensitive way and in accordance to their year group expectations
- Modelling positive attitudes to Relationships and Health Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory components of RSE and Health Education

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

The leader for RHE at Sholing Infant School is Abbie Gardner

## Pupils

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

## TRAINING

Staff are trained on the delivery of RHE and biologic aspects of the science curriculum as part of their induction and it is included in our continuing professional development calendar. Staff have access to the RHE Policy and revisit this when changes occur.

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

## MONITORING OF RHE

The delivery of RHE is monitored by Senior Leaders and the RHE leader through:

- The delivery of RHE is monitored by Senior Leaders and the RHE leader through:
- Planning scrutiny
- Lesson observation
- Analysis of pupils work and discussions with pupils
- Monitoring of SEN plans and IEPs where appropriate
- Sampling of pupils' end of year reports

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

This policy will be reviewed annually and will require approval by the governing body.



## APPENDIX 1 – Expectations for Relationships Education

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage<sup>1</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<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.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<b>Respectful relationships</b>	<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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> </ul>



	<ul style="list-style-type: none"> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<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.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being 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).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>





## APPENDIX 2 – Expectations of Health Education

<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.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<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.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<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.</li> </ul>





	<ul style="list-style-type: none"> <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.</li> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy Eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of healthy meals.</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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<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.</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.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic First Aid</b>	<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> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>



## APPENDIX 3 – RHE Curriculum Overview

### Sholing Infant School Relationships Education Overview and Sticky knowledge 2023-24

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and my family	Positive relationships	Healthy lifestyle	Mental wellbeing	Keeping safe	The wider world

Topic	Sticky knowledge	
<b>Me and my family</b>	<p><b>1. Year 1</b></p> <p>I can tell you what a family is in the context of my own family.</p> <p><b>2.</b> I can talk about how all families have similarities and differences but are all valued equally. I know who to talk to if I feel unsafe in my family relationships.</p>	<p><b>1. Year 2</b></p> <p>I can tell you what a family is and common features of family life. I can talk about different family structures, routines and traditions and how they are all valued equally. I know who to talk to if I feel unsafe in my family relationships.</p>
<b>Positive relationships</b>	<p><b>1. Year 1</b></p> <p>I can talk about what makes a good friend and how my friends make me feel.</p> <p><b>2.</b> I can talk about why bullying is wrong and who to go to for help if I am being bullied.</p> <p><b>3.</b> I know that my body parts belong only to me and who to talk to if I feel unsafe.</p>	<p><b>1. Year 2</b></p> <p>I can talk about how I show respect to others and what to do when I fall out with someone.</p> <p><b>2.</b> I can talk about what bullying looks like, how it makes people feel and who to go to for help if I/someone else is being bullied. I know that my body parts belong only to me and who to talk to if I feel unsafe.</p> <p><b>3.</b></p>



<b>Healthy lifestyle</b>	<ol style="list-style-type: none"> <li><b><u>Year 1</u></b> I am able to talk about what healthy means. I am able to talk about how we can keep healthy e.g. diet, exercise, brush teeth, sleep.</li> <li>I know how to stop germs from spreading and basic hygiene routines e.g. washing hands.</li> </ol>	<ol style="list-style-type: none"> <li><b><u>Year 2</u></b> I am able to talk about what physical health means and how to keep healthy.</li> <li>I am able to talk about what I can do in my everyday life to make sure that I am leading a healthy lifestyle.</li> <li>I know how to have good hygiene and who to talk to if I am worried about my health.</li> </ol>
<b>Mental wellbeing</b>	<ol style="list-style-type: none"> <li><b><u>Year 1</u></b> I am able to talk about my own mental wellbeing and the different emotions that I feel.</li> <li>I know ways to make myself feel better and improve my mental wellbeing. I know who to talk to if I am worried about my own mental wellbeing.</li> </ol>	<ol style="list-style-type: none"> <li><b><u>Year 2</u></b> I am able to talk about what mental wellbeing means and the range of emotions people can experience.</li> <li>I know the physical signs of different emotions and how to respond to them appropriately to improve my mental wellbeing. I know who to talk to if I am worried about my own/someone else's mental wellbeing.</li> </ol>
<b>Keeping safe</b>	<ol style="list-style-type: none"> <li><b><u>Year 1</u></b> I can talk about how I can keep safe in school and at home and how to make an emergency call if I don't feel safe. I know that I need to look left and right and listen when crossing a road with adult assistance. I can talk about how I can keep safe online and who to talk to if</li> </ol>	<ol style="list-style-type: none"> <li><b><u>Year 2</u></b> I know how to safely cross the road independently using traffic light crossings and zebra crossings. I can talk about how I can keep safe at the beach and at the railway and who to talk to if I feel unsafe (lifeguard, rail guard). I can talk about how I can keep safe online,</li> <li></li> </ol>



	someone I don't know messages them.	how to protect my personal information and who to talk to if someone I don't know messages them.
<b>The wider world</b>	<p><b><u>Year 1</u></b></p> <ol style="list-style-type: none"> <li>1. I can talk about my community and the rules within it.</li> <li>2. I can talk about things I can do to make the wider world a better place.</li> <li>3. I can talk about what I want to be when I grow up and why.</li> </ol>	<p><b><u>Year 2</u></b></p> <ol style="list-style-type: none"> <li>1. I can talk about what a community is and how all communities have differences but are equally valued.</li> <li>2. I can talk about my responsibilities and the responsibilities of others to make the wider world a better place.</li> <li>3. I can talk about what I want to be when I grow up and what I will spend my money on.</li> </ol>



## APPENDIX 4 – Safety Curriculum

EYFS ELG	<p><b>ELG AREA</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</li> </ul>
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	Year R	Year 1	Year 2
<b>Area: Body Safety</b>	<b>Objectives:</b> <i>To introduce the NHS PANTS rules to the children. To make children aware of who to talk to if they feel unsafe.</i>	<b>Objectives:</b> what sorts of boundaries are appropriate in friendships with peers and others? 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 recognise and report feelings of being unsafe or feeling bad about any adult.	
<b>Vocabulary</b>	safe, private parts, trust	personal, help, appropriate, inappropriate, touch, consent, private parts, secret	
<b>Sticky knowledge</b>	<p>All children will:</p> <ul style="list-style-type: none"> <li>- I know that my private parts belong only to me and if someone asks to see them I tell them no.</li> <li>-I know who to talk to if I feel unsafe.</li> <li>-I know I can say no if I don't want to be touched (hugged, tickled etc)</li> </ul>	<p>All children will:</p> <ul style="list-style-type: none"> <li>I know what consent means and how it relates to appropriate and inappropriate touch.</li> <li>I know who to talk to if I or someone I know feels unsafe or uncomfortable.</li> </ul>	<p>All children will:</p> <ul style="list-style-type: none"> <li>• I know when it is not okay to keep something a secret.</li> <li>• I know that there are times when I want privacy (e.g. changing, hygiene etc)</li> </ul>



	Year R	Year 1	Year 2
<b>Area: School Safety</b>	<b>Objectives:</b> <i>I know that the school gates are there to keep me safe. I know who to talk to in school if I feel unsafe e.g. class teacher or TA.</i>	<b>Objectives:</b> I know how to report concerns or abuse, and the vocabulary and confidence needed to do so. I know where to get advice e.g. family, school and/or other sources. <i>I know how the school keeps me safe.</i>	
<b>Vocabulary</b>		being safe, help, lock, safe adult, safeguarding, staff badge, bullying, DSL alarm, evacuate, drill	
<b>Sticky knowledge</b>	<p>All children will:</p> <ul style="list-style-type: none"> <li>I know how I am kept safe on the school site (e.g. knowing that all adults in my school will wear a badge)</li> <li>I know who to talk to in school if I feel unsafe.</li> </ul>	<p>All children will:</p> <ul style="list-style-type: none"> <li>I know who keeps me safe in school and who to talk to in school when I feel unsafe.</li> <li>I know who can and cannot come into my school and how my school is protected from strangers.</li> <li>I know who to talk to if I am being bullied by other children.</li> <li>I know why we have drills and how to evacuate safely</li> </ul>	<p>All children will:</p> <ul style="list-style-type: none"> <li>I know who my school designated safeguarding leads are and that they are in charge of keeping me safe.</li> <li>I know how medicines are given safely by Mrs Churcher</li> </ul>

	Year R	Year 1	Year 2
<b>Area: Stranger Danger</b>	<b>Objectives:</b> <i>I know what a stranger is. I know not to go anywhere with strangers. I know who safe strangers are e.g. police, nurse, firefighter.</i>	<b>Objectives:</b> How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <i>How to call 999 in an emergency. Who safe adults are in the wider community. I know who safe strangers are e.g. police, nurse, firefighter, lollipop person, shop worker. <b>See also online safety</b></i>	
<b>Vocabulary</b>		being safe, help, stranger, danger, safe adult, uniform, safe place	



<b>Sticky knowledge</b>	All children will: <ul style="list-style-type: none"> <li>• I know that I should stay with my adult when I am out and about</li> <li>• I know that I should not go anywhere with a stranger.</li> <li>• I know which adults are 'safe strangers' (e.g. police shop workers wearing uniform, knowing what to do if I get lost from my adult)</li> </ul>	All children will: <p>I know how to call 999 in an emergency or when I feel unsafe.</p> <p>I know what to do if a stranger comes up to me.</p> <p>I know who safe adults are and which places are safe to go to if I get lost eg police station, shop, school.</p>	All children will: <p>I know my parents full name, home address and my parents phone numbers.</p>
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	Year R	Year 1	Year 2
<b>Area: Fire and Electrical safety</b>	<b>Objectives:</b> <i>to know what the fire alarm sounds like and how to respond to the fire alarm in school and at home. To recognise the fire exit sign and know that I use it to leave a building.</i>	<b>Objectives:</b> <i>to recognise risk in simple everyday situations and what actions to take to minimise harm. About the people whose job it is to help keep us safe. About what to do if there is an accident and someone is hurt. How to dial 999 and what to say. About how to keep safe around electrical appliances and fire safety.</i>	
<b>Vocabulary</b>	fire, firefighter, fire exit	electricity, risk, harm, fire symbols, electrical appliances , plugs, wires, sockets, switches	
<b>Sticky knowledge</b>	All children will: <ul style="list-style-type: none"> <li>- I know what to do if the fire alarm goes off in school.</li> <li>-I know the fire exit sign and how to leave a building if there is a fire.</li> <li>-I know that I should not put anything into an electrical socket.</li> </ul>	All children will: <ul style="list-style-type: none"> <li>- I know the role of a firefighter and how they can help us when there is a fire.</li> <li>- I know how to leave a building safely during a fire e.g. leave everything, find fire exit, stay low.</li> </ul>	All children will: <ul style="list-style-type: none"> <li>- I know how to keep myself safe around a range of electrical appliances e.g. plug sockets, computers, wires and switches.</li> </ul>



	Year R	Year 1	Year 2
<b>Area: Online Safety</b>	<b>Objectives:</b> <i>What 'online' means and what devices I use to get online. How the rules that apply to stranger danger also apply to people I meet online.</i>	<b>Objectives:</b> 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. <i>To understand that cyber bullying is no different to bullying face-to-face.</i>	
<b>Vocabulary</b>		online, permission, cyber bullying, search engine, private, password, personal information	
<b>Sticky knowledge</b>	<p>All children will:</p> <ul style="list-style-type: none"> <li>- I know that I have to ask my parents before I go online.</li> <li>- I know that I shouldn't talk to strangers online.</li> </ul>	<p>All children will:</p> <ul style="list-style-type: none"> <li>- I know that I should not share my personal information online.</li> <li>- I know that I should not talk to or meet up with anyone I meet online.</li> <li>- I know who to talk to if me or anyone I know is being cyber bullied.</li> </ul>	<p>All children will:</p> <ul style="list-style-type: none"> <li>• I know what to do if someone asks me to do something online that makes me feel uncomfortable.</li> </ul>

	Year R	Year 1	Year 2
<b>Area: Road Safety</b>	<b>Objectives:</b> <i>to know what a road is dangerous and how to cross it safely with an adult. Mention electric cars/cyclists being quieter.</i>	<b>Objectives:</b> <i>How to cross a street safely using the stop, look and listen strategy. To practice crossing roads safely in my local area. Ways to keep myself safe on familiar and unfamiliar roads. To know how to cross a road safely when cycling or riding a scooter. To know what a pelican and zebra crossing is and the role of a lollipop person.</i>	
<b>Vocabulary</b>	road, car, bike, scooter, stop, look, listen, traffic lights	traffic, dangerous, hazards, risk, pelican crossing, zebra crossing, lollipop person	
<b>Sticky knowledge</b>	All children will: - I know that I should not cross a road without an adult there to help me. - I know that I need to stop, look and listen when crossing a road. - I know the role of a lollipop person.	All children will: - I know when it is a safe place to cross a road e.g. traffic lights, not between cars. - I know how to safely cross the road independently using pelican crossings and zebra crossings.	All children will: - I know how to safely cross the road when cycling or scooting. - I know that I shouldn't ride an e-scooter with an adult

	Year R	Year 1	Year 2
<b>Area: Rail Safety</b>		<b>Objectives:</b> <i>ways to keep safe in familiar and unfamiliar environments. To know how to stay safe at a train station and when near train tracks. To know what the railway warning signs are telling me to do.</i>	
<b>Vocabulary</b>		railway, train station, hazards, warning signs, electricity, level crossing	
<b>Sticky knowledge</b>	All children will: • I know to stay with my adult when I am near a road/ railway.	All children will: - I know how to be safe when waiting for a train at a train station e.g. stand behind the yellow line. - I know that I should never walk on a railway line	All children will: - I know how to safely cross a level crossing with adult assistance. - I know what the railway warning signs mean e.g. electricity, level crossing gate and traffic lights.

	Year R	Year 1	Year 2
<b>Area: Sun Safety</b>	<b>Objectives:</b> <i>How we know when we feel hot in the sun. How to protect ourselves from the sun using sun cream, sun glasses and sun hat.</i>	<b>Objectives:</b> <i>How we look after ourselves in the sun e.g. shade, hydration, sun cream, sunglasses, sunhat. Why we have to protect ourselves in direct sunlight and the consequences if we don't. To think about what clothes are appropriate to wear in the sun.</i>	
<b>Vocabulary</b>	sun, sun cream, sun hat, sun glasses, protect	shade, hydration, direct sunlight, hottest, sunburn, damage	
<b>Sticky knowledge</b>	All children will: - I know that I need to wear sun cream in the sun to protect my skin. - I know that I need to wear a sun hat and sunglasses in the sun to protect my face and eyes.	All children will: - I know how to protect my body from too much sun e.g. sun cream, sun hat, sunglasses, shade, hydration. - I know why I have to stay safe in the sun and what will happen if I don't protect myself from the sun.	All children will: - I know when the hottest part of the day is and that I should avoid being in direct sun at this time.

	Year R	Year 1	Year 2
<b>Area: Water/Beach Safety</b>	<b>Objectives:</b> <i>learn about basic safety at the beach e.g. ensure an adult can see you, not going to near the water, making sure the water is not too rough.</i>	<b>Objectives</b> <i>How water sources can be dangerous. Ways to keep safe in familiar and unfamiliar environments e.g. the beach. Strategies to keep for keeping safe when near water e.g. stay together, float, call 999. I know the beach safety flags show if it safe to swim. I know when it is safe to go in the water. To know how deep the water is.</i>	
<b>Vocabulary</b>	water, beach, sea, safe, rough	float, safety flags, rescue, lifeguard, depth, coast guard	
<b>Sticky knowledge</b>	All children will: - I know that I should not go in the water without an adult - I know should keep away from the edge of water in case I fall in - I know I should stay with adults at the beach	All children will: - I know that I should float on my back if I fall into water. - I know the role of a lifeguard and how they keep me safe. - I know that learning to swim is an important skill and can help me to be safe near water.	All children will: - I know which flags tell me that it is safe to go into the sea. - I know to call 999 and ask for the coastguard if someone is in danger on the beach.





## APPENDIX 5 – RHE Linked With Other National Curriculum Areas

Highlighted colours in each row indicated where the Relationships and Health education statements link with other subjects and years groups. For example the yellow highlight in the box below ‘protection and care for children and other family members’ links to y2 habitats about basic needs and y4 environments. Colours are not subject specific and simply show the links across each row in the table.

### Primary RHE, science, computing, DT and PE

Relationships Education NC link		Science NC links	PE & D&T NC links	Computing
<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, <b>protection and care for children and other family members</b>, the importance of spending time together and sharing each other's lives.</li> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>that marriage<sup>2</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<p>Living things and their habitats</p> <p>Y2</p> <ul style="list-style-type: none"> <li>identify that most living things live in habitats to which they are suited and describe how <b>different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</b></li> </ul>	N/A	N/A
<b>Caring friendships</b>	<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.</li> </ul>	N/A	N/A	N/A



Relationships Education NC link		Science NC links	PE & D&T NC links	Computing
	<ul style="list-style-type: none"> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>			
<b>Respectful relationships</b>	<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.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>the conventions of courtesy and manners.</li> <li>the importance of self-respect and how this links to their own happiness.</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	N/A	N/A	N/A

Relationships Education NC link		Science NC links	PE & D&T NC links	Computing
Online relationships	<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.</li> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online.</li> </ul>	N/A	N/A	<p>KS1</p> <ul style="list-style-type: none"> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> <li>be discerning in evaluating digital content</li> </ul>
Being safe	<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).</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>			<p>KS1</p> <ul style="list-style-type: none"> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>



## Primary Physical Health and Mental wellbeing

Relationships Education NC link		Science NC links	PE & D&T NC links	Computing
<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.</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<p>Animals including Humans Y2</p> <ul style="list-style-type: none"> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<p>PE KS1</p> <ul style="list-style-type: none"> <li>be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</li> </ul>	<p>KS1</p> <ul style="list-style-type: none"> <li>identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</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.</li> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> </ul>	N/A	N/A	<p>KS1</p> <ul style="list-style-type: none"> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>

Relationships Education NC link		Science NC links	PE & D&T NC links	Computing
	<ul style="list-style-type: none"> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> <li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>where and how to report concerns and get support with issues online.</li> </ul>			
<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.</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.</li> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>Animals and Humans Y2</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>PE – support statements but not specifically linked</p> <p>KS1</p> <ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	N/A
<b>Healthy Eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of healthy meals.</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).</li> </ul>	<p>Animals and Humans Y1</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Y2</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>DT – cooking and nutrition</p> <p>KS1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>understand where food comes from.</li> </ul>	N/A
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>		N/A	N/A
<b>Health and prevention</b>	<p>Pupils should know</p>	<p>Animals and humans Y2</p>	N/A	N/A

Relationships Education NC link		Science NC links	PE & D&T NC links	Computing
	<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.</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.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul>	describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene		
<b>Basic First Aid</b>	<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> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	N/A	N/A	N/A