

Viking Academy Trust



Relationships, RSE and Health Education Policy

Ramsgate Arts Primary School

The VIKING ACADEMY TRUST 'RAPS Relationships, RSE & Health Policy' has been written after consultation with staff.

Approved by the Trust: June 2020

Reviewed biennially

Last review date: June 2022

Signed

Chair of Trust



Relationships, RSE & Health Policy

The Viking Academy Trust

Empowering Children Through Education: One Childhood One Chance

Schools in the Viking Academy Trust (VAT)

Chilton Primary School

Ramsgate Arts Primary School

Upton Junior School

This '**Relationships, RSE & Health Policy**' is specific to Ramsgate Arts Primary School.

What are the aims of this policy?

The aims of this policy are as follows:

- To ensure complete clarity about content taught for relationships education, RSE and health education at Ramsgate Arts Primary School.
- To provide parents and carers with information about the intention, implementation and impact of the content taught, including information about their right to withdraw their child/ren from aspects of the content being taught.
- To ensure that content covered is aligned to the needs of the pupils in our school.

What is outlined in this policy?

This policy outlines the definitions for relationships education, relationships and sex education and health education. These important aspects of teaching are part of our PSHE (Personal, Social and Health Education) curriculum.

There are three sections in this policy:

- Section 1: Relationships Education
- Section 2: Relationships and Sex Education (RSE)
- Section 3: Health Education



Under each section, you will find information about the content taught across Ramsgate Arts Primary School for Relationships Education, Sex and Relationships Education and Health Education. You will also find information about who will teach the content and how the coverage for these topics will be met, in addition to information about how subjects will be monitored and evaluated.

Who is this policy for?

This policy is for staff, parents and carers, governors and any other body who so wish to explore how Ramsgate Arts Primary School teach and monitor relationships education, sex education and health education.

A copy of this policy can be found on our school website and can be provided to anyone who wishes to explore it further.

Who has created this policy and when will it be reviewed?

This policy has been formed by the staff of Ramsgate arts Primary School in liaison with the local advisory body for RAPS. Drafts of this policy have been shared with parents and governors. This policy will be formally reviewed in July, 2021.

Safeguarding note

Throughout the teaching of all aspects of PSHE, including the teaching of RSE, any safeguarding concerns are reported to the DSL in line with the procedures outlined by the Safeguarding Policy.

Section 1: Relationships Education

What is 'Relationships Education'?

Relationships Education refers to teaching pupils to recognise and maintain healthy and positive relationships in their lives. This includes friendships, family relationships, and relationships with other children and adults.

Intention

Why do we teach Relationships Education?

Although schools have always been expected to teach pupils about safe and positive relationships, this content was previously non-statutory, however from September 2020, all schools must cover the relationships education content outlined in the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' statutory guidance (2019).

At Ramsgate Arts Primary School, we have chosen to adopt the statutory guidance prior to September 2020. Not only will this enable us as a school team to develop a deeper knowledge and experience of the updated expectations, but this also allows our pupils to sooner access high-quality content to help them develop the necessary knowledge, skills and understanding of relationships and health education.

It is our intention that –



- Pupils practise holding respectful relationships with others whilst at school.
- Pupils feel ready for the relationships that each new stage of their lives bring as they grow and move through the school.
- Pupils leave Ramsgate arts Primary School in year six as young people who hold a strong foundation of understanding about how to create and maintain positive and healthy relationships with others in all contexts, including online.

What will be taught for Relationships Education’?

Throughout their time at Ramsgate Arts primary School, pupils will accumulate and develop character traits and personal attributes (through our core values) which will enable them to know ways to build strong and positive relationships with others. *For more information about our core values, please see the ‘Core Values at RAPS Guidance and Information for Staff’ document.*

Importantly, our pupils will also be taught the knowledge they need in order to recognise and report abuse (emotional, physical or sexual) or relationship concerns. This includes learning how to stay safe online.

By the end of primary school, as outlined by the statutory guidance from the Department for Education (2019), our pupils will have developed the following knowledge relating to relationships education:

Families and people who care for me
<p>Is will know that:</p> <p>families are important for children growing up because they can give love, security and stability.</p> <p>characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other members, the importance of spending time together and sharing each other’s lives.</p> <p>others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences.</p> <p>know that other children’s families are also characterised by love and care.</p> <p>stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security and well-being.</p> <p>marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships
<p>Is will know that:</p> <p>important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</p> <p>resorting to violence is never right.</p> <p>to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflicts and</p> <p>to manage these situations and how to seek help or advice from others, if needed</p>
Respectful relationships
<p>Is will know that:</p> <p>importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background).</p> <p>people can</p> <p>take different choices or have different preferences or beliefs.</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>conventions of courtesy and manners.</p>

importance of self-respect and how this links to their own happiness.
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
those in positions of authority.
different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying
t) and how to get help.
a stereotype is, and how stereotypes can be unfair, negative or destructive.
importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Is will know that:
people sometimes behave differently online, including by pretending to be someone they are not.
the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online in
n we are anonymous.
rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
to critically consider their online friendships and sources of information including awareness of the risks associated with people they have
information and data is shared and used online.

Being safe

Is will know that:
t sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) .
t 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 re
g safe.
each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
to recognise and report feelings of being unsafe or feeling bad about any adult.
y to ask for advice or help for themselves or others, and to keep trying until they are heard.
to report concerns or abuse, and the vocabulary and confidence needed to do so.
re to get advice e.g. family, school and/or other sources.

Implementation

Who will teach Relationships Education?

Although Relationships Education is taught discretely by a child's class teacher throughout each term, the values and key messages behind relationships education are also reflected continuously throughout our school year by all staff.

How will relationships education be taught?

Discrete PSHE lessons are taught each week in each year group. Lessons, which last between 20-40 minutes (depending on content), are taught in the classroom environment. The content of the lessons is informed by the statutory learning outcomes for relationships education provided by the DfE. Resources from the PSHE association, among other resource banks, are used to supplement and support the planning and learning. It is the responsibility of the teacher to ensure that any children with SEN, special circumstances or any additional needs are considered when planning and delivering the teaching of relationships education.

Relationship education lessons are taught progressively and cohesively. This means that key messages build throughout the school year and throughout each year group. Lessons are signposted with a 'Big Question' to ignite thought and discussion. These all link directly to the relationships education, health education and PSHE learning objectives. See appendix 1 to view a sample of our PSHE 'Big Questions' for years 1-6. To see the entire document, visit the PSHE section of our website.

In addition to discrete lessons, themes relating to relationships education are also taught through our weekly assembly slots and through workshops or special events. Some coverage is also taught through our RAPS



Topic lessons. Please see appendix 2 for our PSHE objectives coverage map, which also includes information about how relationships education and health education are covered.

Impact

How will relationships education be monitored and evaluated?

The content of coverage for relationships education is clearly outlined for the staff of Ramsgate Arts Primary School. It is therefore very clear to staff what content must be covered in their year group and how this content fits into the wider picture of learning across the school. To further ensure staff feel fully supported with the teaching of relationships education, there are some planned opportunities for CPD relating to relationships education provided through our staff professional development meetings. Staff are of course able to ask for additional support, training or resources at any time.

Pupils' learning in relationships education is informally assessed and evaluated by the teaching staff following each lesson taught. These teacher assessments are made with consideration of a pupil's contributions during discussion, and questions they may ask or answer and through any recorded work completed in response to the lesson input. If it becomes apparent that a child needs further support for any aspects of relationships education, teachers act by providing the appropriate interventions and holding conversations with parents or the school SENCO or DSL if necessary. These evaluations are made with safeguarding in mind and in accordance with keeping children safe in education.

Senior leaders will monitor and evaluate the provision for relationships education through informal lesson observations, conversations with staff and pupils and observations about how well the intentions of relationships are embedded within the school day.

Section 2: Relationship and Sex Education (RSE)

What is 'Relationships and Sex Education'?

Relationships and Sex education (or RSE) refers to learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health¹.

RSE lessons are not about the promotion of sexual activity.

Is RSE the same as Relationships Education or Health Education?

RSE is different to 'Relationships Education', which focuses mainly on recognising, understanding and developing positive and healthy relationships. It is also different to 'Health Education', which focuses mainly on mental and physical wellbeing.

The teaching of both Relationships Education and Health Education is compulsory for all schools.

For primary schools, RSE is not compulsory, but is strongly advised by the DfE. This means that schools should decide what to teach in relation to Relationships and Sex Education (RSE) in consideration of the pupils at their school.

¹ <https://www.sexeducationforum.org.uk>

Please note that all schools must teach science. Some science lessons cover some of the biological elements of Relationships and Sex Education. To read more about this, see the ‘Science and RSE at Ramsgate Arts Primary School’ section of this document below.

Science and RSE at Ramsgate Arts Primary School

At Ramsgate Arts Primary School, biological elements of RSE are taught through statutory science lessons. The class teacher teaches these science lessons. These are important lessons that offer pupils knowledge and understanding of the human body and its processes. The table below details what is explicitly taught in each year group during science lessons.

Year	Statutory National curriculum science content that relates to RSE
1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
2	Explain that animals, including humans, have offspring which grow into adults Explain about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
3	Explain that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Explain that humans and some other animals have skeletons and muscles for support, protection and movement
4	Describe the simple functions of the basic parts of the digestive system in humans Explain the different types of teeth in humans and their simple functions
5	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 Describe the changes as humans develop to old age
6	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals Explain the reasons for classifying plants and animals based on specific characteristics Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Explain the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans Explain that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Intention

Why do we teach Relationships and Sex Education?

At Ramsgate Arts Primary School, we aim to provide our pupils with the relevant, age-appropriate knowledge and understanding to help them grow, learn and develop positive and healthy behaviours for life. We believe RSE is important as we aim to ensure young people are well informed about RSE for them to make informed and safe choices as they grow.

It is our intention that –

- Pupils have access to learn relevant sex education content for their age and maturity.
- Pupils know how to keep their body safe.
- Pupils leave Ramsgate Arts Primary School in year six ready for the next stage of their learning relating to sex education in secondary school.

What role do parents play?

At Ramsgate Arts Primary School, we want to work partnership with parents and carers. That is why we consult parents and carers on the content of RSE teaching. Parents and carers need to know that any RSE lessons will complement and support their role as parents and that they can be actively involved in the

determination of the school's policy if they so wish to be. If parents or carers have views or comments about the school's RSE lessons, these are of course welcomed.

All information about RSE can be found in this document, which is accessible on our website. If parents or carers have additional questions, they are invited to ask these.

What other elements of RSE are taught at Ramsgate Arts Primary School?

As well as teaching science content at Ramsgate Arts Primary School, we also provide additional RSE lessons to year 6 pupils. These elements are non-statutory.

The content of these lessons includes:

- knowing the names and functions of body parts
- identifying what areas of the body are private and how to say no
- puberty and the changing body (including menstruation and voice breaking)
- Emotions related to the changing body and puberty
- sexual feelings and sexual intercourse
- consent and legalities surrounding sex
- conception through sexual intercourse or IVF
- how babies develop and are born
- how people can get diseases from sex and how they can be prevented
- who they can talk to if they want help or advice and information about puberty and sex

Why are additional RSE lessons taught to year 6 pupils at Ramsgate Arts Primary School?

Providing additional RSE lessons is about helping pupils feel knowledgeable and prepared for the next stages of their lives. In order for pupils to feel confident about relationships and sex, preparedness should come *before* physical and emotional changes and developments that occur.

RSE aims to provide pupils with accurate, factual and reliable information to help them feel ready for a safe and happy future. It offers them the opportunity to ask questions and to express their feelings in a safe and factual environment.

Implementation

How are additional RSE lessons taught to year 6?

Building safe and respectful learning environments during RSE is vital for its success. For that reason, ground rules are shared at the start of each RSE lesson. The ground rules are as follows:

- Remain respectful at all times.
- No one (teacher or pupil) will have to answer a personal question.
- No one will be forced to take part in a discussion.
- The correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.
- Think about what information is private, and how to protect your own and others' privacy.
- If an adult is worried about a child's safety, they may need to share information with someone else.
- Asking questions is okay, but make sure they are not personal questions.

RSE lessons are usually taught towards the end of the academic year in year six. In some cases, lessons are taught to a mixed group of boys and girls. In some cases, lessons are taught to separated boy and girl groups. A familiar teacher always teaches RSE lessons. The class teacher usually teaches lessons, however, in some cases, class teachers from different year groups might teach RSE sessions. On occasion, special workshops or

assemblies may be held (parents will be informed about this in advance). Before any RSE lessons in year six are taught, parents will have the chance to attend a meeting led by the class teacher to discuss and observe the content of the lessons to be covered. If you are concerned about your child taking part in RSE lessons, you can discuss concerns with the class teacher. Parents and carers have the right to withdraw their children from RSE lessons. Read more about this in the ‘How do I withdraw my child from RSE lessons?’ section found later in this guidance.

Isn't Relationships and Sex Education about more than the physical aspects?

Absolutely. That's why, underpinning the teaching of RSE, we provide the vital teaching of Relationships Education and Health Education. At RAPS, our Relationships Education and Health Education programmes offer a broad and progressive set of lessons using statutory learning objectives set out by the DfE. These lessons are taught to every year group as part of our PSHE. These lessons cover the teaching of ‘attitudes and values’ and ‘personal and social skills’ relating to Relationships and Health Education. RSE covers the ‘knowledge and understanding’ aspects.

Details of each lesson objective covered across the school can be found on our website under PSHE section of our website.

Will pupils be taught about same-sex relationships?

Primary schools are enabled and encouraged to cover LGBT content if they consider it age appropriate to do so, but there is no specific requirement for this.

Throughout their time at Ramsgate Arts Primary School, pupils are taught to understand a diverse range of people and their lives. They are taught to be respectful of others and to be accepting of other people's views and preferences. At RAPS, we include age-appropriate teaching about different types of relationships in the context of the law. This is delivered, for example, through teaching about different types of family, including those with same sex parents.

Does the new Relationships Education and RSE curriculum take account of my faith?

It is our aim that the teaching of RSE is sensitive to the range of religious and cultural views about sexual behaviour. The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

At RAPS, when teaching these subjects, the religious background of pupils is taken into account when planning teaching, so that topics are appropriately handled. If you have any concerns, please speak with your child's class teacher, the PSHE lead or a member of SLT.

What about pupils with SEND?

It is not the school's policy to withdraw pupils with special educational needs from RSE. It is our aim that, as far as is appropriate, pupils with special educational needs should follow the same RSE programme as other pupils. However, not every child matures or develops in the same way. Some pupils have special education needs or disabilities, which mean content may not be stage appropriate for them. In special circumstances, it may be deemed inappropriate for individual pupils to take part in some aspects of RSE, for example if a child is deemed vulnerable or at risk. If this is the case, teachers will discuss any concerns about content coverage with the child's parent or carer in advance. These pupils might then be provided a more stage appropriate provision in a smaller or one-to-one lesson. Careful consideration is given concerning the level of

differentiation needed, and in some cases, the content or delivery will have to be adapted. Class teachers work with individual pupils where required, and if appropriate.

How will the school deal with any bullying or discrimination?

Prejudice or discrimination are not tolerated. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs. As a school, we are able to deal with any bullying or discriminations that might stem from RSE lessons by:

- ensuring that our teachers are astute to any bullying or discrimination that might occur
- providing clear and communicated ground rules before lessons and discussions
- providing worry boxes for pupils to use at their will
- developing rapport and trust with pupils so that they have someone to talk to
- teaching and drawing upon the core and British values that aim to combat discrimination (e.g. diversity, individual liberty, mutual respect and tolerance)
- following behaviour sanctions procedures and following the school's anti-bullying policy

Impact

How is Relationships and Sex Education monitored and evaluated?

Monitoring:

The effectiveness of RSE will be monitored by the RSE lead. This monitoring will be through informal lesson observations, discussions with staff and pupils and exploration of any outcomes produced. The effectiveness of RSE across the school will be evaluated annually by RSE lead alongside the senior leaders. Any reflections will be used to inform the improvement of provision.

As part of the monitoring cycle, RSE policies are checked annually, with any amendments or updates being made.

Evaluation

The evaluation of RAPS' RSE offer is through the exploration and assessment of pupil's work and outcomes. Through the evaluation process we ask the following questions of our RSE programme:

- Has this lesson or unit enabled the pupils to learn what was intended?
- Does it meet the needs of the pupils?
- What do we think of it? (teachers and pupils)
- What are its good and bad points?
- Do we need to modify it in any way to improve it?

Responses to these questions are gathered through staff and pupil feedback sessions.

Assessment

Assessment is a process through which judgements are made about an individual's learning and development. It is not about making judgements on the character, worth or values of individual pupils, nor is it about continual testing. Assessments are made by the class teacher through:

- Pupils responses to questions and content
- Pupils' work and outcomes
- Pupils own questions

For the science aspects of RSE, teachers will formally assess pupils learning in line with assessment approaches for other core subjects.

Overall impact



The main intended outcomes of our RSE programme are that pupils will –

- Know and understand their bodies and how relationships and sex are part of life.
- Understand they have a right to say no, cease unhealthy relationships and choose how they identity.
- Understand they have a responsibility to treat others with the upmost respect.
- Develop skills of keeping themselves safe and knowing how to ask for help when needed.
- Develop the attributes of respect, self-awareness and kindness.

How do I withdraw my child from RSE lessons?

Parents and carers have the right to withdraw their child from RSE lessons. Please note, this does not include withdrawal from statutory science lessons that relate to RSE. Unless parents opt-out of RSE lessons, all pupils will take part.

If parents or carers decide that their child should not take part in RSE lessons, they should communicate this with the school directly. In this instance, a meeting with the Head of School will be held to discuss parents' options regarding withdrawal from RSE lessons. If a child is withdrawn from RSE lessons, we will ensure that we make alternative arrangements for them during the lesson times.

Where can I find further resources or advice about RSE?

You are welcome to speak with your child's class teacher or our PSHE lead about RSE. Alternatively, explore these websites for more information:

- <https://www.sexeducationforum.org.uk>
- <https://www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/>
- <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>

Section 3: Health Education

What is 'Health Education'?

Health education refers to the teaching and learning of both physical health and mental wellbeing.

Intention

Why do we teach Health Education?

At Ramsgate Arts Primary School, we know that teaching pupils about their physical health and mental wellbeing, and how they are interlinked, is a key responsibility of schools. When pupils understand physical health, they can use this learning to lead and maintain healthy choices. They know how and why physical health is important, and they understand the value of caring for their physical health. At Ramsgate Arts Primary School, raising pupils' awareness of how to evaluate, improve and maintain good mental wellbeing is of the upmost importance.

It is our intention that –

- Pupils know that both physical health and mental wellbeing can be impacted by our behaviours.
- Pupils know how to recognise when their physical health or mental wellbeing is good or bad.
- Pupils know that speaking out about their mental wellbeing and seeking support can safeguard them against mental ill health.
- Pupils develop skills and strategies, such as resilience and self-regulation, and know how to deploy these in order to guard themselves against poor physical health or mental ill health.

Implementation

Who will teach health education?

Health education might be taught by class teachers, PE and sports teachers, senior leaders and special visitors.

How will health education be taught?

Health education will be taught discretely through various subject areas including science, PSHE and PE, however, the vital messages of health education are taught through all aspects of school life from lunchtimes to on stage performances.

Each term, teachers will deliver a specially focused lesson relating to mental wellbeing. For the content of these lessons, please see appendix 6.

What is content taught for health education? By the end of primary school, as outlined by the statutory guidance from the Department for Education (2019), our pupils will have developed the following knowledge relating to health education:

Mental wellbeing
<p>Children should know</p> <p>that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>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 response to different experiences and situations.</p> <p>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</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>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).</p> <p>that 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 addressed early enough.</p>
Internet Safety and Harms
<p>Children should know</p> <p>that for most people the internet is an integral part of life and has many benefits.</p> <p>that it is important to be aware of the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content on their own and others' mental and physical wellbeing.</p> <p>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.</p> <p>that some social media, some computer games and online gaming, for example, are age restricted.</p>

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 health. Pupils should be able to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and filtered. Pupils should know where to go and how to report concerns and get support with issues online.

Fitness and Physical Health

Pupils should know the characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active travel journey, or other forms of regular, vigorous exercise. The risks associated with an inactive lifestyle (including obesity) and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating

Pupils should know what constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (including the effect of alcohol on diet or health).

Drugs, Alcohol and Tobacco

Pupils should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and Prevention

Pupils should know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. The 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. The importance of dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. The importance of personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The importance of facts and science relating to allergies, immunisation and vaccination.

Basic First Aid

Pupils should know how to make a clear and efficient call to emergency services if necessary. The steps of basic first-aid, for example dealing with common injuries, including head injuries.

Changing Adolescent Body

Pupils should know the facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. The importance of menstrual wellbeing including the key facts about the menstrual cycle.

Impact

Monitoring and Evaluation of health education

Through lessons, pupils will be encouraged to informally self-assess by answering simple questions about their knowledge and understanding. For the science aspects of health education, teachers will formally assess pupils learning in line with assessment approaches for other core subjects. The effectiveness of health education will be monitored by the PSHE lead. This monitoring will be through informal lesson observations, discussions with staff and pupils and exploration of any outcomes produced. The effectiveness of health education across the school will be evaluated annually by the PSHE lead alongside the senior leaders. Any reflections will be used to inform the improvement of provision.

Overall impact

The main intended outcomes of our health education programme are that pupils will –

- Know the importance of exercise, good nutrition and sufficient sleep.
- Know and identify a range of emotions.
- Know how to articulate how they feel physically and mentally.
- Know how to support themselves and others' health and wellbeing.
- Understand the link between physical health and mental wellbeing.
- Know why and how to ration their time spent online.

As a result of the teaching and learning, we expect our pupils to value both their physical health and mental wellbeing, using strategies to do so. We aim for our pupils to leave Ramsgate Arts Primary School with the appropriate confidence, and both self and other awareness.

Appendix 1: An example of Big Questions across years 1-6 (see website for full document)

Ramsgate Arts Primary School Whole School PSHE/Relationships Education and Health Education Big Questions				
	Session 1	Session 2	Session 3	Session 4
TERM 1: Living in the Wider World Cycle 1				
Y1	Am I important at my school?	What should our class rules be and why?	How can we save electricity?	How can we reduce our waste?
Y2	How can I make a difference to my school?	How do the school rules help us?	What groups do I belong to?	Who are the special people in our community?
Y3	Big Question relating to topical issue	Big Question relating to topical issue	Why do we need rules?	Is social media a reliable source?
Y4	What is anti-social behaviour?	What does it mean to be part of a community?	Which groups of people help our community?	How can I help the community?
Y5	What is the impact of anti-social behaviour?	Big Question related to topical issue	How can I become a good citizen in my community?	How can I become a good citizen in my community?
Y6	Who supports communities locally and nationally?	How can I contribute to my community, and what impact might this have?	Is the news always true?	How can I tell if information presented to me online is accurate?
TERM 2: Relationships Education Cycle 1				
Y1	Why are families so important to us?	Who is in a family?	What does a kind friend do?	How can we show good manners?
Y2	Can families make us sad?	Can true friends fall out?	Who should get our respect?	What is bullying?
Y3	What is the role of a family?	How can families help one another?	How and why do we make friends?	How does it feel to be left out?
Y4	Are all families the same?	How should a family make you feel?	What makes a good friend?	What is conflict resolution?
Y5	Why is the support and care of family so important?	What makes a family special?	How can friends affect our lives?	Can broken friendships be repaired?
Y6	How can we embrace and include all types of families?	What is marriage?	How can I be an effective friend?	Should a friendship make me unhappy?
TERM 3: Health Education Cycle 1				
Y1	What are emotions?	Why should we exercise?	How do good deeds help people?	Who can help me if I am worried?
Y2	Is it bad to feel unhappy?	What do I gain from exercise?	Are bullies powerful?	Who can help me if I am worried?
Y3	What are the different feelings we can experience?	Who can help me?	Is the internet a good or bad place?	What can happen if we spend too much time online or using technology?
Y4	How do our feelings affect our mental and physical wellbeing?	Can exercise make me feel happy?	How does time outdoors improve mental wellbeing?	Should we limit the amount of time we spend online?
Y5	Is it ever wrong to feel an emotion?	Mental health: when is the right time to ask for help?	Should there be rules for how we use the internet?	What should I share online?
Y6	Is there a difference between 'banter' and bullying?	How do I cope when feelings become too big?	Is the internet mostly good or mostly bad?	Can the internet manipulate us?

Appendix 2: PSHE objectives coverage map, including information about how relationships education is covered (see website for full documents)

CORE THEME 2 Relationships							
Objective	R	1	2	3	4	5	6
Topic 1: Families and people who care for me							
R1. that families are important for children growing up because they can give love, security and stability		T2 Me and my place topic	Healthy bodies, healthy minds topic	T2	T2		
R2. 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.			Healthy bodies, healthy minds topic	T2		T2	
R3. 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.		T2	T2		T2	T2	T2
R4. that stable, positive relationships, which may be of							

