



Springfield Primary School



School Policy

Relationships and Sex Education

Adopted: July 2021

Date for review: July 2024



RSE Policy

Overview

The Relationship and Sex Education policy explains how the pupils at Springfield Primary School are to be taught the Relationships Education and Health Education programmes as specified by statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

Our children need to know how to be safe and healthy in all aspects of their physical and mental wellbeing, and how to manage their personal and social lives in a positive way. At Springfield Primary School, our aim is to equip our pupils with the skills, knowledge and understanding that they will need to be happy, successful and productive members of society going forward in their adult lives, whilst keeping themselves and others safe and healthy.

Our RSE programme has been developed to be age and developmentally appropriate for our pupils, with respect to the backgrounds and beliefs of both pupils and parents. It focusses on teaching children the key building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts (including online), alongside the essential understanding of how to be healthy both physically and mentally.

Content (Scheme of Work as appendix)

The RSE curriculum at Springfield Primary covers all aspects required of both the Relationships Education and Health Education programmes.

Through our Relationship Education programme, we teach children about;

- The importance and characteristics of healthy family relationships, including different types of family
- The importance and characteristics of healthy, caring friendships
- The importance of respect, including self-respect and showing respect to others that we know or do not know
- The rules and principles for having safe and healthy relationships with others online

Through our Health Education programme, we teach children about;

- The importance of mental wellbeing, including recognising and discussing a range of emotions, self-care techniques, and how and where to seek support if needed
- Internet safety and harms, including the risks associated with various aspects of the Internet such as social media, keeping personal information private and the consumption of information
- The importance of physical health and fitness, including the risks associated with an inactive lifestyle
- Healthy eating, including the risks associated with unhealthy eating
- Drugs, alcohol and tobacco, including their associated risks
- Health and prevention, including personal hygiene
- Basic first aid
- The changing adolescent body, including key facts about the physical and emotional changes during puberty, the menstrual cycle and menstrual wellbeing.

Each of these subjects is handled sensitively, and in an age and developmentally appropriate manner.



Throughout each aspect of the RSE curriculum, children are taught how to seek help and advice if they are experiencing any type of relationship which makes them feel unhappy, unsafe or uncomfortable. If a child indicates that they may have been a victim of abuse, the member of staff involved will follow the procedures outlined in the Child Protection Policy.

The RSE scheme of work, detailing how and when each topic is usually taught for each year group, is attached as Appendix 1. However, the school reserves the right to teach these topics flexibly in response to local public health or community issues and to adapt materials to meet the individual needs of specific cohorts.

How RSE is delivered

The statutory requirements of the RSE programme include aspects of various curriculum areas, including but not limited to PSHE, RE, Science, PE and Computing. We approach the RSE programme in a cross-curricular manner, with aspects taught throughout the curriculum as appropriate to support our broad and balanced provision for our pupils.

The majority of the topics detailed above are taught within PSHE lessons by the pupils' class teachers. During these sessions, circle time and pupil led discussions are often used to deliver the curriculum. However, when appropriate links can be made to other subject areas to support pupils' broader understanding of how to lead a healthy, active life, these opportunities are taken. For example, children are taught about growth and change, life processes and the human life cycle in an age appropriate manner through the Science curriculum, whilst the DT curriculum approaches the topic of healthy eating and its importance. The RSE scheme of work, attached as Appendix 1, details the curriculum areas that each aspect of the RSE programme is taught for each year group.

In the appropriate year group (usually Years 5 & 6) children are given information about sexual behaviour and RSE is taught on the understanding that:

- it is taught in the context of marriage or a stable relationship and family life
- it is part of a wider process of social, spiritual, and moral education
- children should be taught to have respect for their own bodies
- it is important to build positive relationships with others involving trust and respect
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Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Children are given the opportunity to ask and explore these questions in a sensitive and respectful manner with a focus on healthy and safe relationships. Children's questions and anxieties are dealt with sensitively and privately in an attitude of partnership with parents and carers. If a child makes reference to being involved (or likely to be involved) in sexual activity, then the member of staff will follow the procedures outlined in the Child Protection Policy.

Our teaching is sensitive and age appropriate in its approach and content. This includes our approach to teaching our pupils about LGBT. As such, LGBT content is included and discussed as appropriate throughout the RSE curriculum, as detailed in the scheme of work in Appendix 1.

Accessibility (including SEND)

Our RSE curriculum is taught in a sensitive, age and developmentally appropriate manner at all times and is delivered with reference to the law. As such, RSE is accessible for all pupils at Springfield Primary. Children with SEND will have their specific needs considered and a differentiated and personalised programme prepared as appropriate. This may include teaching pupils with SEND specific aspects of the Relationships and Health Education programmes at a different time or pace than their peers to ensure that the provision they are receiving is personally and developmentally appropriate, whilst also taking into consideration preparation for adulthood outcomes.



We are aware that some pupils will be more vulnerable to exploitation, bullying and other issues due the nature of their SEND. This will always be taken into consideration sensitively when preparing individualised programmes for RSE.

Right to Withdraw

Parents and carers have the right to withdraw their child from all or part of the sex education programme that we teach in our school. However, parents are also made aware that they do not have the right to withdraw their children from Science lessons which may teach anatomy or reproductive cycles, or from lessons on Relationships and Health education.

How policy has been produced and will be reviewed

This policy has been produced in accordance with statutory requirements whilst considering the specific needs of Springfield pupils. Parents were consulted prior to adoption of the policy and will be contacted again should any reviews or changes be required. The policy will be formally reviewed every three years but is subject to change according to the needs of Springfield pupils or changes in statutory requirements.

Requirements on the school in Law

Throughout our RSE programme, we do not unlawfully discriminate against pupils and/or their families because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. We reserve the right to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting a pupil or group of pupils because of one of these protected characteristics, including adapting our provision to support these pupils through individual, class or whole-school based approaches.

If at any point the teaching of the RSE curriculum causes any member of staff to have concerns regarding a pupil's welfare or to be party to a disclosure, staff are to follow the procedures as outlined in the Child Protection Policy in line with the Keeping Children Safe in Education document.



APPENDIX



Appendix 1

Relationships Education

The following strands are the statutory elements of Relationships Education for children in primary school in England. As these strands are designed to give children the skills and knowledge to form and maintain lasting, healthy relationships, both online and offline, with family and friends, there is **no right to withdraw** your child from these elements of the curriculum.

Families and People Who Care for Me

The government states that by the end of primary school, pupils should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.
- that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

What does this look like in Springfield?

Year Group	Subject and Unit	Learning Questions
EYFS	PSHE - My Family and Friends	Who are my special people and why are they special to me? Who is my family and how do we care for each other? Do I know what to do if someone is unkind to me?
	PSHE - Identities and Diversity	Who are the different people who make up my family? What things are especially important to my family and me? What are the similarities and differences in the way people, including families, live their lives?
	PSHE - My body and Growing Up	Who are the members of my family and trusted people who look after me?



Year 1	<p>PSHE - Beginning and Belonging</p> <p>PSHE - Family and Friends</p>	<p>Who can help me at home and at school?</p> <p>Who are my family and my special people, why are they special and how do we care for each other?</p>
Year 2	<p>PSHE - Rights, Rules and Responsibilities</p> <p>PSHE - Diversity and Communities</p> <p>PSHE - Personal Safety</p> <p>PSHE - Relationships and Sex Education (RSE)</p>	<p>Who looks after me and what are their responsibilities?</p> <p>What is my family like and how are other families different?</p> <p>Can I name my own Early Warning Signs? Can I identify private body parts and say 'no' to unwanted touch? What could I do if I feel worried about a secret?</p> <p>What do babies and children need from their families? Which stable, caring relationships are at the heart of families I know?</p>
Year 3	PSHE - Family and Friends	How do my family members help each other to feel safe and secure even when things are tough?
Year 4	<p>PSHE - Diversity and Communities</p> <p>PSHE - Personal Safety</p> <p>PSHE - Relationships and Sex Education (RSE)</p>	<p>How are our families the same and how are they different?</p> <p>Can I recognise when my Early Warning Signs are telling me I don't feel safe? What sort of physical contact is unwanted? How can I decide if a secret is safe or unsafe?</p> <p>How do different caring, stable adult relationships create a secure environment for children growing up?</p>
Year 5	PSHE - Family and Friends	<p>Can I always balance the needs of family and friends and how do I manage this? How do people in my family continue to support each other as things change?</p>
Year 6	<p>PSHE - Personal Safety</p> <p>PSHE - Relationships and Sex Education (RSE)</p>	<p>Can I use my Early Warning Signs to judge how safe I am feeling? How could I report concerns of abuse or neglect? Can I identify appropriate and inappropriate or unsafe physical contact?</p> <p>What should adults think about before they have children? What are different families like and why might people get married or become civil partners?</p>



Caring Friendships

The government states that by the end of primary school, pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

What does this look like in Springfield?

Year Group	Subject and Unit	Learning Questions
EYFS	PSHE - Beginning and Belonging PSHE - My Family and Friends	How do we welcome new people to our class? How can I play and work well with others? What is a friend? How can I be a good friend? How do I make new friends? How can I make up with friends when I have fallen out with them? Do I know what to do if someone is unkind to me?
Year 1	PSHE - Beginning and Belonging PSHE - Anti-Bullying PSHE - Family and Friends	How can I get to know other children in my class? Why might people fall out with their friends? Who can I talk to if I have worries about friendship difficulties or bullying? Can I describe what a good friend is and does and how it feels to be friends? Why is telling the truth important? What skills do I need to choose, make and develop friendships? How might friendships go wrong and how does it feel?



	PSHE - Working Together	<p>What is my personal space and how do I talk to people about it? How can I try to mend friendships if they become difficult? Who are my family and my special people, why are they special and how do we care for each other?</p> <p>How can I negotiate to sort out disagreements?</p>
Year 2	PSHE - Anti-Bullying	How do people help me to build positive and safe relationships?
	PSHE - Managing Change	How do friendships change?
Year 3	PSHE - Beginning and Belonging	How can we build relationships in our class and how does this benefit me?
	PSHE - Anti-Bullying	How are falling out and bullying different?
	PSHE - Family and Friends	<p>What is a healthy friendship and how does trust play an essential part? What skills do I need for choosing, making and developing friendships and how effective are they? How can I help to resolve disagreements positively by listening and compromising? Can I empathise with other people in a disagreement? How can I check with friends that their personal boundaries have not been crossed?</p>
Year 4	PSHE - Diversity and Communities	What do I understand about how people in my community and the media influence me?
Year 5	PSHE - Rights, Rules and Responsibilities	<p>How can I take responsibility for building relationships in my school and how does this benefit us all? How do we help people feel welcome and valued in and out of school?</p>
	PSHE - Anti-Bullying	Can I explain the difference between friendship difficulties and bullying?
	PSHE - Family and Friends	<p>What are the characteristics of healthy friendships on and offline and how do they benefit me? How do trust and loyalty feature in my relationships on and offline? Can I always balance the needs of family and friends and how do I manage</p>



	PSHE - Working Together	<p>this?</p> <p>Can I communicate, empathise and compromise when resolving friendship issues?</p> <p>How can I check that my friends give consent on and offline?</p> <p>How can I be a good listener, share my views effectively and negotiate with others to reach agreement?</p> <p>How can I persevere and help others to do so?</p>
Year 6	PSHE - Anti-bullying	How does prejudice sometimes lead people to bully others?

Respectful Relationships

The government states that by the end of primary school, pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.



What does this look like in Springfield?

Year Group	Subject and Unit	Learning Questions
EYFS	<p>PSHE - Beginning and Belonging</p> <p>PSHE - My Family and Friends</p> <p>PSHE - Identities and Diversity</p>	<p>How can I respect the needs of others?</p> <p>How does my behaviour make other people feel?</p> <p>How does what I do affect others?</p> <p>Do I know what to do if someone is unkind to me?</p> <p>Who are the people in my class and how are we similar and different to each other?</p> <p>What are some of the similarities and differences in the way people including families live their lives?</p> <p>How can we value different types of people including what they believe in and how they live their lives?</p> <p>How do we celebrate what we believe in and how is this different for different people?</p>
Year 1	<p>PSHE - Beginning and Belonging</p> <p>PSHE - My Emotions</p> <p>PSHE - Family and Friends</p> <p>PSHE - Anti-Bullying</p> <p>PSHE - Working Together</p>	<p>Which school/classroom rules are about helping people to feel safe?</p> <p>What can I do to help make the school and classroom a safer and fairer place?</p> <p>How can I make someone feel welcome in class?</p> <p>What am I good at and what is special about me?</p> <p>How can I stand up for myself?</p> <p>What is my personal space and how do I talk to people about it?</p> <p>Why is bullying never acceptable or respectful?</p> <p>Who can I talk to if I have worries about friendship difficulties or bullying?</p> <p>Do I know what to do if I think someone is being bullied?</p> <p>What does my school do to stop bullying?</p> <p>How can I listen well to other people?</p> <p>Why is it important to take turns?</p> <p>How can I negotiate to sort out disagreements?</p> <p>What is a useful evaluation?</p>
Year 2	PSHE - Rights, Rules and	How do rules and conventions help me to feel happy and safe?



	<p>Responsibilities</p> <p>PSHE - Anti-Bullying</p> <p>PSHE - Diversity and Communities</p>	<p>How do I take part in making rules? Who looks after me and what are their responsibilities? What jobs and responsibilities do I have in school and at home? Can I listen to other people, share my views and take turns? Can I take part in discussions and decisions in my class? Can I describe what bullying is? Do I understand some of the reasons why people bully others? How might people feel if they are being bullied? How can I be assertive? How do people help me to build positive and safe relationships?</p> <p>What makes me 'me', what makes you 'you'? Do all boys and girls like the same things? What different groups do we belong to? What does 'my community' mean and how does it feel to be a part of it? What is a stereotype and can I give some examples?</p>
Year 3	<p>PSHE - Beginning and Belonging</p> <p>PSHE - My Emotions</p> <p>PSHE - Anti-Bullying Day</p> <p>PSHE - Family and Friends</p> <p>PSHE - Working Together</p>	<p>Which school/classroom rules are about helping people to feel safe? What is my role in helping my school be a place where we can learn happily and safely? How can we build relationships in our class and how does this benefit me?</p> <p>Why is it important to accept and feel proud of who we are?</p> <p>How are falling out and bullying different? How do people use power when they bully? What is the difference between direct and indirect forms of bullying? Do I understand that bullying might affect how people feel for a long time?</p> <p>How can I check with my friends that their personal boundaries have not been crossed?</p> <p>What am I good at and what are others good at? How can I listen to others and share my views and opinions effectively? How can different people contribute to a group task? How do I give constructive feedback and receive it from others?</p>



<p>Year 4</p>	<p>PSHE - Rights, Rules and Responsibilities</p> <p>PSHE - My Emotions</p> <p>PSHE - Anti-Bullying</p> <p>PSHE - Diversity and Communities</p>	<p>What does it mean to be treated and to treat others with respect? Who are those in positions of authority within our school and communities and how can we show them respect? Why do we need rules and conventions at home and at school? What are my responsibilities at home and at school? What does the word 'unique' mean and what do I feel proud of about myself? How can I disagree without being disagreeable?</p> <p>What are the key characteristics of different types of bullying? What are bystanders and followers and how might they feel? How can I support people being bullied by being assertive? How does my school prevent bullying and support people involved?</p> <p>What have we got in common and how are we different? How might others' expectations of girls and boys affect people's feelings and choices? How are the people who live in my community diverse and how does valuing diversity benefit everyone? Why are stereotypes unfair and how can I challenge them?</p>
<p>Year 5</p>	<p>PSHE - Beginning and Belonging</p> <p>PSHE - My Emotions</p> <p>PSHE - Anti-Bullying</p> <p>PSHE - Family and Friends</p>	<p>What are my responsibilities for helping others in school feel happy and safe? How can I take responsibility for building relationships in my school and how does this benefit us all? How do we help people feel welcome and valued in and out of school?</p> <p>What does it mean to have a 'strong sense of identity' and 'self-respect'?</p> <p>Can I explain the differences between friendship difficulties and bullying? Can I define the characteristics and different forms of bullying? Can I respond assertively to bullying, online and offline? How might different groups experience bullying in different ways? How and why might peers become colluders and supporters in bullying situations?</p> <p>How can I check that my friends give consent on and offline?</p>



	PSHE - Working Together	<p>How can I be a good listener, share my views effectively and negotiate with others to reach agreement?</p> <p>How can I persevere and help others to do so?</p> <p>How can I give, receive and act on sensitive and constructive feedback?</p>
Year 6	<p>PSHE - Rights, Rules and Responsibilities</p> <p>PSHE - My Emotions</p> <p>PSHE - Anti-Bullying</p> <p>PSHE - Diversity and Communities</p>	<p>What are the conventions of courtesy and manners and how do these vary?</p> <p>How can I contribute to making and changing rules in school?</p> <p>What are the basic rights of children and adults?</p> <p>Why do we have laws in our country?</p> <p>How do I take part in a debate and listen to other people’s views?</p> <p>What can I do to boost my self-respect?</p> <p>How do people use technology and social media to bully others and how can I help others to prevent and manage this?</p> <p>What do all types of bullying have in common?</p> <p>How might bullying affect people’s mental wellbeing and behaviour?</p> <p>How does prejudice sometimes lead people to bully others?</p> <p>Can I identify ways of preventing bullying in school and the wider community?</p> <p>How do other people’s perceptions, views and stereotypes influence my sense of identity?</p> <p>How do views of gender affect my identity, friendships, behaviour and choices?</p> <p>How can I show respect to those with different lifestyles, beliefs and traditions?</p> <p>What are the negative effects of stereotyping?</p> <p>How can I recognise peer influence and respond assertively?</p>



Being Safe

The government states that by the end of primary school, pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

What does this look like in Springfield?

Year Group	Subject and Unit	Learning Questions
EYFS	PSHE - My Family and Friends PSHE - Keeping Safe	Do I know what to do if someone is unkind to me? What do I think I have to keep safe from? How do I know if something is safe or unsafe? Do I understand simple safety rules for when I am at home, at school and when I am out and about? Can I say ‘No!’ if I feel unsure about something and it does not feel safe or good? Can I ask for help and tell people who care for me if I am worried or upset? Who are the people who help to keep me safe?
Year 1	PSHE - Beginning and Belonging PSHE - Family and Friends PSHE - Managing Safety and Risk	Which school/classroom rules are about helping people to feel safe? What can I do to help make the school and classroom a safer and fairer place? Who can help me at home and at school? What is my personal space and how do I talk to people about it? What are risky situations and how might they make me feel? What is my name, address and phone number and when might I need to give them? What is an emergency and who can help?



	PSHE – Relationships and Sex Education (RSE)	<p>What are the risks for me if I get lost and how can I get help?</p> <p>When am I in charge of my actions and my body?</p>
Year 2	<p>PSHE - Rights, Rules and Responsibilities</p> <p>PSHE - My Emotions</p> <p>PSHE - Personal Safety</p>	<p>How do rules and conventions help me to feel happy and safe?</p> <p>Who looks after me and what are their responsibilities?</p> <p>Who do I share my feelings with?</p> <p>Can I name my own Early Warning Signs?</p> <p>Can I identify private body parts and say ‘no’ to unwanted touch?</p> <p>What could I do if I feel worried about a secret?</p>
Year 3	<p>PSHE - Beginning and Belonging</p> <p>PSHE - My Emotions</p> <p>PSHE - Family and Friends</p> <p>PSHE - Managing Safety and Risk</p>	<p>Which school/classroom rules are about helping people to feel safe?</p> <p>What is my role in helping my school be a place where we can learn happily and safely?</p> <p>Who are the different people in my network who I can ask for help?</p> <p>How can I communicate my emotions?</p> <p>How can I check with my friends that their personal boundaries have not been crossed?</p> <p>How do I feel in risky situations and how might my friends affect my decisions?</p> <p>When might I meet adults I don’t know and how can I respond safely?</p> <p>What actions could I take in an emergency or accident and how can I call the emergency services?</p> <p>Who is in my network of support and how can I ask them for help?</p> <p>What could I do if I feel worried about a friendship or family relationship?</p>
Year 4	<p>PSHE - Rights, Rules and Responsibilities</p> <p>PSHE - Personal Safety</p>	<p>Why do we need rules and conventions at home and at school?</p> <p>Can I recognise when my Early Warning Signs are telling me I don’t feel safe?</p> <p>What sort of physical contact is unwanted?</p> <p>How can I decide if a secret is safe or unsafe?</p>
Year 5	PSHE - Beginning and Belonging	<p>What are my responsibilities for helping others in school feel happy and safe?</p> <p>Are there more ways I can get help now and how do I seek support?</p>



	<p>PSHE - Family and Friends</p> <p>PSHE – Managing Safety and Risk</p>	<p>How can I check that my friends give consent on and offline?</p> <p>What are the possible benefits and consequences of taking physical, emotional and social risks, including for my mental health?</p> <p>When am I responsible for my own safety as I get older and how can I keep others safe?</p> <p>How can I safely get the attention of a known or unknown adult in an emergency?</p>
Year 6	<p>PSHE - Rights, Rules and Responsibilities</p> <p>PSHE - My Emotions</p> <p>PSHE - Personal Safety</p>	<p>Why do we have laws in our country?</p> <p>How and from whom do I get support when things are difficult?</p> <p>Can I use my Early Warning Signs to judge how safe I am feeling?</p> <p>How could I report concerns of abuse or neglect?</p> <p>Can I identify appropriate and inappropriate or unsafe physical contact?</p> <p>How do I judge when it is not right to keep a secret and what action could I take?</p>

Online Relationships

The government states that by the end of primary school, pupils should know:

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

What does this look like in Springfield?

Year Group	Subject and Unit	Learning Questions
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EYFS	PSHE – My Family and Friends	Do I know what to do if someone is unkind to me?
Year 1	Computing – E-Safety	<p>What are some examples of ways in which I use technology and the internet and what are the benefits?</p> <p>What are some examples of online content or contact which might mean I feel unsafe, worried or upset?</p> <p>Who can help me if I have questions or concerns about what I experience online or about others’ online behaviour?</p>
Year 2	Computing – E-Safety	<p>What is meant by “identity” and how might someone’s identity online be different from their identity in the physical world?</p> <p>What sort of information might I choose to put online and what do I need to consider before I do so?</p> <p>When might I need to report something and how would I do this?</p> <p>What sort of rules can help to keep us safer and healthier when using technology?</p>
Year 3	Computing – E-Safety	<p>How might my use of technology change as I get older, and how can I make healthier and safer decisions?</p> <p>How might people with similar likes & interests get together online?</p> <p>Can I explain the difference between “liking” and “trusting” someone online?</p> <p>Why is it important to ration the time we spend using technology and/or online?</p> <p>How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it?</p>
Year 4	Computing – E-Safety	<p>How does my own and others’ online identity affect my decisions about communicating online?</p> <p>What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact?</p> <p>When looking at online content, what is the difference between opinions, beliefs and facts?</p> <p>Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making?</p>
	PSHE – Diversity and Communities	<p>What do I understand about how people in my community and the media influence me?</p>
Year 5	Computing – E-Safety	<p>What are some examples of how I use the internet, the services it offers, and how do I make decisions?</p> <p>How might the media shape my ideas about various issues and how can I challenge or</p>



	<p>PSHE – Anti-Bullying</p> <p>PSHE - Family and Friends</p>	<p>reject these?</p> <p>Can I explain some ways in which information and data is shared and used online?</p> <p>How can online content impact on me positively or negatively?</p> <p>What are some ways of reporting concerns and why is it important to persist in asking?</p> <p>Can I respond assertively to bullying, online and offline?</p> <p>How do trust and loyalty feature in my relationships both on and offline?</p> <p>How can I check my friends give consent on and offline?</p>
Year 6	<p>Computing – E-Safety</p> <p>PSHE – Diversity and Communities</p>	<p>What are the principles for my contact and conduct online, including when I am anonymous?</p> <p>How can I critically consider my online friendships, contacts and sources of information, and make positive contributions?</p> <p>What are my responsibilities for my own and others’ mental and physical wellbeing online and how can I fulfil these?</p> <p>Can I identify, flag and report inappropriate content?</p> <p>What is the role of the media and how does it influence me and my community?</p>



Health Education

The following strands are the statutory elements of Health Education for children in primary school in England. As these strands are designed to give children the skills and knowledge to understand the characteristics of good physical health and mental wellbeing, there is **no right to withdraw** your child from these elements of the curriculum.

Mental Wellbeing

The government states that by the end of primary school, pupils should know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- 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.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- 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 accessed early enough.



What does this look like in Springfield?

Year Group	Subject and Unit	Learning Questions
EYFS	PSHE – Me and My Emotions	Can I recognise and show my emotions? Can I recognise emotions in other people and say how they are feeling? Do I know simple ways to make myself feel better? How can I help to make other people feel better?
Year 1	PSHE – Beginning and Belonging PSHE – My Emotions PSHE – Managing Change	How do I feel when I am doing something new? What helps me manage in new situations? Who can help me at home and at school? What am I good at and what is special about me? Can I identify different feelings and tell others how I feel? How do my feelings and actions affect others? How might people feel during times of loss and change? How might people feel when they lose a special possession?
Year 2	PSHE – My Emotions PSHE – Anti-Bullying PSHE – Managing Change	Can I describe situations in which I might feel happy, sad, cross etc? How do I manage some of my emotions and associated behaviours? What are the different ways people might relax and what helps me to feel relaxed? Who do I share my feelings with? How might people feel if they are being bullied? What helps me to feel calmer when I am experiencing strong emotions linked to loss and change?
Year 3	PSHE – Beginning and Belonging PSHE – My Emotions	What does it feel like to be new or to start something new? Who are the different people in my network who I can ask for help? Why is it important to accept and feel proud of who we are? How can I communicate my emotions? Can I recognise some simple ways to manage difficult emotions? How do my actions and feelings affect the way I and others feel?



	<p>PSHE – Anti-Bullying</p> <p>PSHE – Managing Safety and Risk</p> <p>PSHE – Managing Change</p>	<p>How do I care for other people’s feelings?</p> <p>Do I understand that bullying might affect how people feel for a long time?</p> <p>Who is in my network of support and how can I ask them for help?</p> <p>How might I behave when I feel strong emotions linked to loss and change?</p>
Year 4	<p>PSHE – My Emotions</p> <p>PSHE – Managing Change</p>	<p>What does the word ‘unique’ mean and what do I feel proud of about myself?</p> <p>Why is mental wellbeing as important as physical wellbeing?</p> <p>What does it mean when someone says I am ‘overreacting’ and how do I show understanding towards myself and others?</p> <p>Who can I talk to about the way I feel?</p> <p>How can I disagree without being disagreeable?</p> <p>What helps me when I’m experiencing strong emotions due to loss and change?</p> <p>How might people feel when loved ones and pets die, or they are separated from them?</p>
Year 5	<p>PSHE – Beginning and Belonging</p> <p>PSHE – My Emotions</p> <p>PSHE – Managing Change</p>	<p>What helps me to be resilient in a range of new situations?</p> <p>Are there more ways I can get help now and how do I seek support?</p> <p>How do I recognise how other people feel and respond to them?</p> <p>How can we make mental wellbeing a normal part of everyday life, in the same way as physical wellbeing?</p> <p>How do I manage strong emotions?</p> <p>How do I recognise my own feelings and consider how my actions may affect the feelings of others?</p> <p>How common is mental ill health and what self-care techniques can I use?</p> <p>How do people’s emotions evolve over time as they experience loss and change, including when families change?</p>
Year 6	<p>PSHE – My Emotions</p>	<p>What can I do to boost my self-respect?</p> <p>How can I judge if my own feelings and behaviours are appropriate and propionate?</p> <p>What is loneliness and how can we manage feelings of isolation?</p> <p>How and from whom do I get support when things are difficult?</p>



		<p>How might bullying affect people’s mental wellbeing and behaviour? What different strategies do people use to manage feelings linked to loss and change and how can I help?</p>
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Internet Safety and Harms

The government states that by the end of primary school, pupils should know:

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

What does this look like at Springfield?

Year Group	Subject and Unit	Learning Questions
Year 1	Computing – E-Safety	<p>What are some examples of ways in which I use technology and the internet and what are the benefits? What are some examples of online content or contact which might mean I feel unsafe, worried or upset? Who can help me if I have questions or concerns about what I experience online or about others’ online behaviour?</p>



Year 2	Computing – E-Safety	<p>What is meant by “identity” and how might someone’s identity online be different from their identity in the physical world?</p> <p>What sort of information might I choose to put online and what do I need to consider before I do so?</p> <p>When might I need to report something and how would I do this?</p> <p>What sort of rules can help to keep us safer and healthier when using technology?</p>
Year 3	Computing – E-Safety	<p>How might my use of technology change as I get older, and how can I make healthier and safer decisions?</p> <p>How might people with similar likes & interests get together online?</p> <p>Can I explain the difference between “liking” and “trusting” someone online?</p> <p>Why is it important to ration the time we spend using technology and/or online?</p> <p>How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it?</p>
Year 4	Computing – E-Safety	<p>How does my own and others’ online identity affect my decisions about communicating online?</p> <p>What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact?</p> <p>When looking at online content, what is the difference between opinions, beliefs and facts?</p> <p>Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making?</p>
Year 5	<p>PSHE – Diversity and Communities</p> <p>Computing – E-Safety</p> <p>PSHE – Anti-Bullying</p>	<p>What do I understand about how people in my community and the media influence me?</p> <p>What are some examples of how I use the internet, the services it offers, and how do I make decisions?</p> <p>How might the media shape my ideas about various issues and how can I challenge or reject these?</p> <p>Can I explain some ways in which information and data is shared and used online?</p> <p>How can online content impact on me positively or negatively?</p> <p>What are some ways of reporting concerns and why is it important to persist in asking?</p> <p>Can I respond assertively to bullying, online and offline?</p>



	PSHE - Family and Friends	How do trust and loyalty feature in my relationships both on and offline? How can I check my friends give consent on and offline?
Year 6	Computing – E-Safety	What are the principles for my contact and conduct online, including when I am anonymous? How can I critically consider my online friendships, contacts and sources of information, and make positive contributions? What are my responsibilities for my own and others’ mental and physical wellbeing online and how can I fulfil these? Can I identify, flag and report inappropriate content?
	PSHE – Diversity and Communities	What is the role of the media and how does it influence me and my community?

Physical Health and Fitness

The government states that by the end of primary school, 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 mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

What does this look like in Springfield?

Healthy Eating

The government states that by the end of primary school, 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 (e.g. the impact of alcohol on diet or health).



Year Group	Subject and Unit	Learning Questions
EYFS	PSHE – Healthy Lifestyles	What can I do to keep my body healthy? Do I understand why food and drink are good for us?
Year 2	DT – Growing Together Science – Animals including Humans	How are root vegetables prepared hygienically and safely? How can I prepare a healthy dish? What is healthy eating?
Year 3	DT – Bones and Teeth Science – Animals including Humans	Why do we need a healthy diet? Which cooking techniques make healthier food? What should we eat?
Year 4	DT – Hot Chocolate PSHE – Drug Education	Can I follow a simple recipe to create a healthy dish? Which foods are healthier? Which legal drugs do I know about and who uses and misuses legal drugs?
Year 5	DT – From Stone to Iron	Can I prepare dishes safely and hygienically?
Year 6	PSHE – Drug Education	What do I know about medicines, alcohol, nicotine, solvents and illegal drugs, why do people use them and how can I check information about them? How does drug use affect the way a body or brain works and what is drug misuse?

In addition to this.... **ASSEMBLIES? HEALTHY LIVING DAY? DT? Science?**

Drugs, Alcohol and Tobacco

The government states that by the end of primary school, pupils should know:

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

What does this look like in Springfield?

Year Group	Subject and Unit	Learning Questions
Year 2	PSHE – Drug Education	How can I keep safe with medicines and substances at home and at school?
Year 4	PSHE – Drug Education	Which legal drugs do I know about and who uses and misuses legal drugs? What are the safety rules for storing medicine and other risky substances?



		What should I do if I find something risky, like a syringe?
Year 6	PSHE – Drug Education	What do I know about medicines, alcohol, nicotine, solvents and illegal drugs, why do people use them and how can I check information about them? How does drug use affect the way a body or brain works and what is drug misuse? What are some of the laws about drug use?

Health and Prevention

The government states that by the end of primary school, pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Year Group	Subject and Unit	Learning Questions
EYFS	PSHE – My Body and Growing Up PSHE – Healthy Lifestyles	How can I look after my body and keep it clean? How am I learning to take care of myself and what do I still need help with? What things can I do when I feel good and healthy? What can't I do when I am feeling ill or not so healthy? What can I do to keep my body healthy? Do I understand why food and drink are good for us? Do I understand what exercise is and why it is good for us? Do I understand why rest and sleep are good for us?
Year 1	PSHE – Managing Safety and Risk PSHE - RSE	What are the benefits and risks for me in the sun and how can I stay safer? How can I keep my body clean? How can I avoid spreading common illnesses and diseases?
Year 2	PSHE – Drug Education	What are medicines and why do some people use them?



	Science – Animals including humans	When and why do people have an injection from a doctor or a nurse? Who is in charge of what medicine I take? What different things can help me feel better if I am poorly? How can I keep safe with medicines and substances at home and at school? How can I stay healthy? How does exercise help?
Year 3	PSHE – RSE Science – Animals including Humans	How can I keep myself clean, why is it important and how will this change in the future? How do different illnesses and diseases spread and what can I do to prevent this? How do I look after my teeth?
Year 4	PSHE – Drug Education	What medical drugs do I know about, why do some people need medicine and who prescribes it? Which legal drugs do I know about, and who uses and misuses legal drugs? What are immunisations, which have I had and what may I have in the future? What are the safety rules for storing medicine and other risky substances? What should I do if I find something risky, like a syringe?
Year 5	PSHE – Managing Safety and Risk PSHE – RSE Science – Animals including Humans	How can being outside support my wellbeing and how do I keep safe in the sun? How can I keep my growing and changing body clean? How can I reduce the spread of viruses and bacteria? How do we help our bodies to function as well as possible? What affects how human bodies function?
Year 6	PSHE – Drug Education Science – Animals including Humans	What do I know about medicines, alcohol, nicotine, solvents and illegal drugs, why do people use them and how can I check information about them? How do medicines help people with different illnesses? How does drug use affect the way a body or brain works and what is drug misuse? What are some of the laws about drugs? What affects how human bodies function?



Basic First Aid

The government states that by the end of primary school, pupils should know:

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

What does this look like in Springfield?

Year Group	Subject and Unit	Learning Questions
Year 1	PSHE – Managing Safety and Risk	What is an emergency and who can help?
Year 3	PSHE – Managing Safety and Risk	What actions could I take in an emergency or accident and how can I call the emergency services?
Year 5	PSHE – Managing Safety and Risk	How can I safely get the attention of a known or unknown adult in an emergency? Can I carry out basic first aid in common situations, including head injuries?

Changing Adolescent Body

The government states that by the end of primary school, pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

What does this look like in Springfield?

Year Group	Subject and Unit	Learning Questions
EYFS	PSHE – My Body and Growing Up	What does my body look like? How has my body changed as it has grown? What can my body do? What differences and similarities are there between our bodies? How do I feel about growing up?
Year 1	Science – Animals including humans PSHE - RSE	What are the parts of my body called? What are the names of the main parts of the body? What can my amazing body do?



Year 2	PSHE – RSE	How do babies change and grow from a bump to a toddler? How have I changed since I was a baby?
Year 3	PSHE - RSE	How are males and females different and what are the different parts called? When do we talk about our bodies and how they change, and who do we talk to? What can my body do and how is it special?
Year 4	PSHE – RSE	What are the main stages of the human life cycle? What does it mean to be ‘grown up’? What changes have I and my peers already experienced and what might happen in the future? What helps me when I’m experiencing strong emotions due to loss or change?
Year 5	PSHE – RSE	What are male and female sexual parts called and what are their functions? How can I talk about bodies confidently and appropriately? What happens to different bodies at puberty? What might influence my view of my body?
Year 6	PSHE - RSE	What effect might puberty have on people’s feelings and emotions? What different strategies do people use to manage feelings linked to loss and change and how can I help?

Sex Education

The following strands of the curriculum are those that we as a school have decided to include to ensure that our children have a broad and balanced education that fully prepares them for their future lives as both adolescents and adults. They are approached in the classroom with sensitivity and are discussed in an age appropriate manner. As such, although these elements are included as ‘sex education’, they are explained in a ‘scientific’ and factual manner with the children.

If you are not comfortable with these elements being taught to your child, you have the legal right to withdraw your child from the following lessons. To do this, please arrange to have a meeting to discuss your concerns further with the head teacher.



What does it look like in Springfield?

Year Group	Subject and Unit	Learning Questions
Year 4	PSHE - RSE	How did I begin? (including ovum and sperm being needed to create a baby, but not how these are joined together)
Year 6	PSHE - RSE	What are the different ways babies are conceived and born? (including sexual intercourse, IVF, surrogacy, vaginal delivery and caesarean).