

# Relationships Education and PSHE (Preps) Policy

## Berkhamsted Prep and Pre-Prep Heatherton

Revision and Terminology: Please refer to the School's Policies Policy.

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## Contents

<b>Context</b> .....	3
1 Context of this policy .....	3
<b>Personal, Social, Health and Economic Education (PSHE) and Relationships Education</b>	3
2 PSHE .....	3
3 Statutory Relationships and Health Education .....	4
<b>Whole School Approach</b> .....	4
4 Implementation .....	4
5 Relationships Education.....	5
6 Health Education .....	5
7 Sex Education .....	6
8 Parents’ right to request their child be excused from Sex Education.....	6
9 Equality .....	6
10 Parental engagement.....	7
11 Monitoring of Delivery and Assessment .....	7
12 Policy Review .....	8
<b>Appendix 1a – Berkhamsted Prep &amp; Pre-Prep - PSHE Content Overview – Year 1 to Year 6</b> .....	9
<b>Appendix 1b – Heatherton – PSHE 5-11 Content Overview</b> .....	10
<b>Appendix 2 - Relationships Education in Primary Schools – 2019 DfE Statutory Guidance</b> .....	12
<b>Appendix 3 – Physical Health and Mental Wellbeing education in Primary schools – 2019 DfE Statutory Guidance</b> .....	14
<b>Appendix 4 – DfE Guidance</b> .....	16

## Context

### I Context of this policy

- 1.1 Under the Education Act 2002, all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils.
- 1.2 Under the Independent School Standards as set out in the Schedule of the Education (Independent School Standards) Regulations 2014 (as amended) (“the ISSRs”), the curriculum must:
  - 1.2.1 Provide for personal, social, health and economic (PSHE) education which reflects the school’s aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (Part 1 paragraph 2(2)(d) of the ISSRs)
  - 1.2.2 Prepare pupils at the school for the opportunities, responsibilities and experiences of life in British society (Part 1 paragraph 2(2)(i) of the ISSRs)
  - 1.2.3 Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society (Part 2 of the ISSRs)
- 1.3 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 (“the 2019 Regulations”), made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education who have attained compulsory school age. The application of this requirement to independent schools is confirmed in Part 1 paragraph 2A of the ISSRs.
- 1.4 The 2019 Regulations also make Health Education compulsory in all schools except independent schools. Health Education as part of the PSHE curriculum continues to be compulsory in independent schools under Part 1 paragraph 2(2)(d) of the ISSRs.
- 1.5 This policy takes into account the Department for Education’s statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education: (DfE, 2019) (“the 2019 DfE Statutory Guidance”).
- 1.6 This policy is informed and underpinned by the Berkhamsted Schools Group’s values of Aiming High with Integrity, Serving Others and Being Adventurous. Pupils are also taught explicitly about Fundamental British Values through the PSHE curriculum as well as through the Prep Schools’ broad and balanced curriculum.

## Personal, Social, Health and Economic Education (PSHE) and Relationships Education

### 2 PSHE

- 2.1 At Berkhamsted Prep, Berkhamsted Pre-Prep and Heatherton (“the Prep Schools”), Personal, Social, Health and Economic Education is taught as a whole-school approach which reflects the School’s ambitious aim to ‘develop remarkable people’ and to support

the children's learning capacity with a broad and holistic focus. PSHE is valued as one way to develop children's confidence and agency, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

- 2.2 This also supports the "Personal Development" aspect required under the ISI Inspection Framework, as well as significantly contributing to the Prep Schools' Safeguarding and Equality Duties, the Government's Fundamental British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.
- 2.3 This policy and the PSHE Schemes of Work are aligned to the PSHE Association Programmes of Study. A Content Overview can be seen below at Appendix 1.
- 2.4 For Berkhamsted Day Nursery, Stepping Stones at Berkhamsted Pre-Prep and Heatherton Nursery, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the accompanying statutory guidance do not apply, however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum and age-appropriate provision is made accordingly. The PSED content in the EYFS Framework taught in Berkhamsted Day Nursery, Stepping Stones and Heatherton Nursery, and the Reception year at Berkhamsted Pre-Prep and Heatherton is formulated to provide a foundation which the PSHE programme will build on from Year 1 and beyond.
- 2.5 This Policy is informed by existing DfE Guidance, detailed at Appendix 4.

### **3 Statutory Relationships and Health Education**

- 3.1 At the Prep Schools the statutory Relationships and Health Education is included within the whole-school PSHE Programme.
- 3.2 The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PSHE education.
- 3.3 Unlike many other subjects, much of the specific knowledge taught in PSHE education changes regularly, for example as a result of legal changes, medical or technological advances. It is therefore important to ensure that all information used to develop pupils' knowledge on any aspect of PSHE education is up to date, accurate, unbiased and balanced.

## **Whole School Approach**

### **4 Implementation**

- 4.1 The Prep Schools follow the PSHE Association Programme of Study which sets out learning opportunities for Key Stages 1 and 2 based on three core themes:
  - 4.1.1 Core Theme 1: Health and Wellbeing
  - 4.1.2 Core Theme 2: Relationships

- 4.1.3 Core Theme 3: Living in the Wider World
- 4.2 In the Early Years Foundation Stage (up to the end of Reception), the Early Years Foundation Stage statutory framework is followed which meets the learning, development and care of children from birth to five. PSED is underpinned by all areas of the Foundation Stage curriculum and is taught both explicitly and implicitly.
- 4.3 At the Prep Schools the timetable for all year groups from Year 1 to Year 6 includes dedicated teaching time each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.
- 4.4 These specific PSHE lessons are reinforced and enhanced in many ways, such as but not exclusive to:
  - 4.4.1 Assemblies and collective worship
  - 4.4.2 School Charters and rules
  - 4.4.3 Promoting positive relationships; child to child, adult to child and adult to adult across the school.
- 4.5 The Prep Schools aim to incorporate what is learnt in an immersive way so it is applied daily to situations in the school community.
- 4.6 Form teachers have responsibility for planning and teaching PSHE content and curriculum to their own classes to ensure coverage of the three core themes.
- 4.7 PSHE is led in each school as follows:
  - 4.7.1 Berkhamsted Prep – Pastoral Lead and PSHE Lead
  - 4.7.2 Berkhamsted Pre-Prep – Pastoral Lead and PSHE Lead
  - 4.7.3 Heatherton – Pastoral Lead and PSHE Lead
- 4.8 All members of staff are aware of their responsibility to make a positive contribution to the delivery of the Relationships Education and PSHE curriculum.

## **5 Relationships Education**

- 5.1 At the Prep Schools “Relationships Education” is defined as encompassing the following themes of ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.
- 5.2 The expected outcomes by the end of Prep (primary education) for each of these elements can be found at Appendix 2.

## **6 Health Education**

- 6.1 Health Education in primary schools will include ‘Mental wellbeing’, ‘Internet safety and harms’, ‘Physical health and fitness’, ‘Healthy eating’, ‘Drugs, alcohol and tobacco’, ‘Health and prevention’, ‘Basic First Aid’, ‘Changing adolescent body’.
- 6.2 The expected outcomes by the end of Prep (primary education) for each of these elements can be found at Appendix 3.

- 6.3 Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand.

## **7 Sex Education**

- 7.1 The 2019 DfE Statutory Guidance recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, Sex Education is not compulsory in primary schools and schools are to determine the content of sex education at primary school. Schools should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.
- 7.2 At the Prep Schools, children are taught to understand the facts about adolescence and the human life cycle in the context of the national curriculum for science before they leave primary school.

## **8 Parents' right to request their child be excused from Sex Education**

- 8.1 Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education. However, the Prep Schools are not teaching sex education, and therefore the parent right to withdraw their child is not applicable. Parents are invited to contact the relevant PSHE subject lead if they wish to discuss the content of the curriculum.

## **9 Equality**

- 9.1 This policy will inform the Berkhamsted Schools Group's Equal Opportunities Policy.
- 9.2 The 2019 DfE Statutory Guidance (p. 15) states: "In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010... under which sexual orientation and gender reassignment are amongst the protected characteristics. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT [Lesbian, Gay, Bisexual, Transgender], they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum."
- 9.3 In this context, the 2019 DfE Statutory Guidance states that by the end of primary school pupils should know:
- 9.3.1 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.
- 9.3.2 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.

- 9.3.3 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).
- 9.4 Classroom practice will take into account pupils' age, ability, readiness and cultural background and pupils with SEND and will be adjusted to enable all children to access the learning. PSHE and Relationships Education [is / will be] used as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through the Prep Schools' pastoral management system and wellbeing surveys. PSHE and Relationships Education delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.
- 9.5 At the Prep Schools respect for all is promoted and every individual child is valued. Similarly the right of pupils, their families and staff to hold beliefs, religious or otherwise, is respected, and it is understood that sometimes these may be in tension with the School's approach to some aspects of Relationships Education and PSHE.

## **10 Parental engagement**

- 10.1 At the Prep Schools the importance of school and parents working together in partnership is recognised, and as part of this input from parents is valued and their comments are welcomed. If parents have questions or concerns, they are encouraged to contact the relevant PSHE subject lead.
- 10.2 In formulating and developing this policy, the views of parents have been sought and considered.
- 10.3 Parents are informed about the Relationships Education and PSHE curriculum and this policy through the usual school communication processes (SchoolPost and Teams) and the policy is made available through the school website and Parent Portal.
- 10.4 The Prep Schools aim to provide supplementary information for parents, some of which will cover Relationships Education and PSHE topics, in order that the Prep Schools' approach and the learning resources used can be shared with parents, and parents are supported so that they feel confident in discussing these topics with their children at home.

## **11 Monitoring of Delivery and Assessment**

- 11.1 The delivery of Relationships Education and PSHE in the Prep Schools is monitored as part of the Prep Schools' regular cycle of curriculum review.
- 11.2 Children's knowledge and understanding will be assessed through classroom discussion and formative assessment activities. Teachers should provide evidence of learning to

make a judgement about children's progress, which may include presentations, written evidence, group work, observations.

## **12 Policy Review**

- 12.1 This policy is reviewed in accordance with the regulatory cycle of inspection at least every 3 years, or earlier if required due to legislative changes or to reflect changes in practice. This process will include obtaining input from all members of the school community including pupils, parents, staff and governors.



## Appendix 1a – Berkhamsted Prep & Pre-Prep - PSHE Content Overview – Year 1 to Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

## Appendix 1b – Heatherton – PSHE 5-11 Content Overview

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
<b>Year 1</b>	<i>What is it like being in Year 1?</i>  Being Me in My World	<i>How do we recognise our feelings?</i>  Health and Wellbeing	<i>What is the same and different about us?</i>  Relationships	<i>Who is special to us?</i>  Relationships	<i>Who helps to keep us safe?</i>  Health and Wellbeing	<i>How can we look after each other and the world?</i>  Living in the Wider World
<b>Year 2</b>	<i>What is it like being in Year 2?</i>  Being Me in My World	<i>How do we recognise our feelings?</i>  Health and Wellbeing	<i>What makes a good friend?</i>  Relationships	<i>What is bullying?</i>  Relationships	<i>What helps us to stay safe?</i>  Health and Wellbeing	<i>What can help us grow and stay healthy?</i>  Health and Wellbeing
<b>Year 3</b>	<i>What is it like being in Year 3?</i>  Being Me in My World	<i>Which Zone am I in?</i>  Health and Wellbeing	<i>How can we be a good friend?</i>  Relationships	<i>What are families like?</i>  Relationships	<i>What keeps us safe?</i>  Health and Wellbeing	<i>What makes a community?</i>  Living in the Wider World

<b>Year 4</b>	<i>What strengths, skills and interests do we have?</i>  Being Me in My World	<i>How can we manage our feelings?</i>  Health and Wellbeing	<i>How do we treat each other with respect?</i>  Relationships	<i>How will we grow and change?</i>  Health and Wellbeing	<i>How can our choices make a difference to others and the environment?</i>  Living in the Wider World	<i>How can we manage risk in different places?</i>  Health and Wellbeing
<b>Year 5</b>	<i>What makes up our identity?</i>  Being Me in My World	<i>How can we manage our feelings?</i>  Health and Wellbeing	<i>How can friends communicate safely?</i>  Relationships	<i>How can the media influence people?</i>  Living in the Wider World	<i>How can drugs common to everyday life affect health?</i>  Health and Wellbeing	<i>What jobs would we like?</i>  Living in the Wider World
<b>Year 6</b>	<i>How can we keep healthy as we grow? - physically</i>  Health and Wellbeing	<i>How can we keep healthy as we grow? - mentally</i>  Health and Wellbeing	<i>What will change as we become more independent?</i>  Relationships	<i>How do friendships change as we grow?</i>  Relationships	<i>How can the media influence people?</i>  Living in the Wider World	<i>How do we manage change?</i>  Health and Wellbeing

## Appendix 2 - Relationships Education in Primary Schools – 2019 DfE Statutory Guidance

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The 2019 DfE Statutory Guidance states that by the end of primary school:

	<b>Pupils should know...</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious)</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed</li> </ul>

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

## Appendix 3 – Physical Health and Mental Wellbeing education in Primary schools – 2019 DfE Statutory Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. The 2019 DfE Statutory Guidance states that by the end of primary school:

	<b>Pupils should know...</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> </ul>

	<ul style="list-style-type: none"> <li>• why social media, some computer games and online gaming, for example, are age restricted</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• where and how to report concerns and get support with issues online</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>• the risks associated with an inactive lifestyle (including obesity)</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• the principles of planning and preparing a range of healthy meals</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• the facts and science relating to allergies, immunisation and vaccination</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>

## Appendix 4 – DfE Guidance

Our Relationships Education and PSHE policy is informed by existing DfE guidance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (statutory guidance)
- Keeping Children Safe in Education (statutory guidance)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- SMSC requirements for independent schools at Part 2 of the Independent School Standards: Guidance for independent schools document