



# CLIFFE V.C. PRIMARY SCHOOL

## LEARNING FOR LIFE POLICY

### INCLUDING RELATIONSHIPS, SEX AND HEALTH EDUCATION

Title	Author	Approved		Review Date
LFL / SRE Policy	AB / JT	Full Governing Body	Date Nov 20	Nov 21

### CLIFFE VC PRIMARY SCHOOL'S LEARNING FOR LIFE POLICY IS BASED ON THE FOLLOWING PRINCIPLES:

'Learning for Life' is the name given to our combined Personal, Social, Health and Economic (PSHE) and Relationships and Sex Education (RSE) curriculum. Referring to our combined curriculum as 'Learning for Life' helps our pupils to understand that the skills and strategies acquired in these sessions are essential for aspects of their 'Life' either now or in the future. Our programme of Study not only reflects the specific needs of our pupils but also reflects the universal needs shared by all pupils.

*Learning for Life Education is important because:*

- Relationships and Health Education is compulsory for all primary school pupils.
- It promotes the spiritual, moral, cultural, mental and physical development of pupils at our school, preparing them for the opportunities, responsibilities and experiences of later life.
- Relationships, Sex and Health Education (RSHE) is lifelong learning about the emotional, social and physical aspects of growing up.
- It supports pupils gain accurate information, develop skills and form positive beliefs, values and attitudes.
- It is about understanding the importance of stable and loving relationships focusing on family and friendships, in all contexts, including online.
- It gives pupils essential skills and strategies for building healthy, enjoyable, respectful, loving and nonexploitative relationships.
- It enables pupils to take responsibility for their body, relationships and wellbeing.
- All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.
- Positive relationships are linked to promoting good mental health and well-being.
- Keeping Children Safe in Education (2021, p32): 'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety.'



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#### AIMS:

*Through the effective implementation of this policy, we strive to enable Cliffe pupils to:*

- have the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- know accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, respectful member of a diverse multicultural society.
- develop a healthy, safe lifestyle.
- share and respect each other's views.
- explore, clarify and challenge their own and others' values, attitudes, beliefs, rights and responsibilities.
- ask questions and discuss personal matters without any stigma or embarrassment.
- protect themselves and know where to go for help and support and to report concerns.
- be prepared for puberty.
- have the accurate information and advice they need to navigate the reality of their lives.
- know we have rights over our own bodies and the differences between good and bad touch, as well as understanding boundaries.
- understand that family is a broad concept; not just one model.
- respect and care for each other and celebrate differences.
- have skills and strategies to manage relationships both on and offline.
- have an awareness of discrimination, teasing, bullying, including the use of prejudiced based language, including that of a homophobic, biphobic and transphobic nature.
- safely challenge bullying, stereotypes and discrimination, including gender stereotypes.
- recognise online and offline risks to their well-being – for example, risks from criminal exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, radicalisation and extremism.
- understand the benefits of living in a diverse community; about valuing diversity within communities.
- know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.
- have opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.
- understand that everyone has a responsibility to keep relationships healthy and positive and understand when a relationship is not healthy.
- know about things they can do to help look after their environment.



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#### INTENT:

#### Legal Obligations

- The Department for Education's statutory guidance for Relationships Education and Health Education sets out what schools must cover, though not all that they should cover as part of broader PSHE education, and does not specify content for each key stage.
- Maintained primary schools and Academies in England and Wales have a legal responsibility to keep an up-to-date written statement of the policy they choose to adopt and this must be available to parents.
- Schools are required to comply with relevant requirements of the Equality Act 2010. The Equality Act 2010 places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe. RSHE education, with its focus on identity and equality, can help schools to fulfil this duty.
- As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum. However, at Cliffe Primary School we teach Sex Education in addition to Relationships Education and Health Education to meet the needs of our pupils.
- Parents only have a right to withdraw their children from 'Sex Education' lessons which fall outside those aspects covered in the National Science Curriculum. Therefore, we have included a definition and outlined the content of Relationships Education, Health Education and Sex Education in this policy below to make it clear what the statutory content within our curriculum is and what content parents can withdraw from.
- The statutory content of Relationships Education that parents cannot withdraw their child from can be found in Appendix 1.
- The statutory content of Health Education that parents cannot withdraw their child from can be found in Appendix 2.
- The content of Sex Education that parents can withdraw their child from can be found in Appendix 3.

#### Right to Withdraw

While parents / carers do have the right to withdraw their child/ren from Sex Education we would encourage you to enter into dialogue with us here in school prior to making this decision so you can do so fully informed. Any parent that chooses to withdraw their child from Sex Education, within RSE only, must do this by writing to the headteacher.



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## IMPLEMENTATION

### Organisation

- 'Learning for Life' is the name given to our combined Personal, Social, Health and Economic (PSHE) and Relationships and Sex Education (RSE) curriculum.
- The compulsory Relationships and Health Education objectives are comprehensively covered within our broader programme Learning for Life, which has planned, timetabled lessons across all the Key Stages.
- Learning for Life is taught in every class. Such lessons are typically 45-60 minutes in Key Stage 1 and may go above 60 minutes in Key Stage 2.
- In EYFS pupils experience areas of child-appropriate RSE on a daily basis, through teacher-directed tasks and child-initiated play. Opportunities should be developed through daily routines and all areas of learning. Learning for Life lessons in our Year R/1 class will therefore be a mix of explicit, planned teaching and ongoing learning through ELGs and through play/stories etc.
- All class teachers are involved in the school's RSHE provision. Pupils are taught within their classrooms and within their normal class groups, by their regular Class Teacher.
- All teachers delivering the RSE curriculum have been on the NYCC RSE Training. Teachers delivering the curriculum relating to puberty to Years 4,5 and 6 will be supported by the Learning for Life subject leader - Miss Rose - who has been on the NYCC RSE training and attends regular PHSE network meetings.
- The online video resource 'Busy Bodies' is used to support teaching about puberty to Years 4,5 and 6 and Sex Education in Year 6, as advocated by the North Yorkshire Health and Wellbeing Adviser.
- The school's approach to RSE will encourage dialogue between parents/carers and their children. We work in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.
- The main RSE programme will be delivered through Learning for Life lessons. In addition, certain biological aspects are delivered through Science lessons and other aspects of RSE arise in Religion Education, Computing, Circle Time sessions and First News.
- Children who have additional needs due to SEND / LAC / ethnicity / faith or sexual orientation will be assessed on an individual basis alongside parents/carers and other appropriate agencies. Relationships Education and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.



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#### ENHANCEMENTS

- Our planned, taught Learning for Life curriculum is enhanced through whole-school activities and events, such as Black History Month, PRIDE, Safer Internet Day, Anti-Bullying Week, Children's Mental Health Week, COP 26 events and Road Safety Week.
- In addition, Learning for Life is developed through our school council; representatives from each class meet regularly to discuss school matters.
- Children have the opportunity to go on a residential visit in Key Stage 2 where there is a particular focus on developing pupils' self-esteem and independence, giving them opportunities to develop leadership skills and positive group work.
- Outside agencies and speakers will work with teachers, particularly in Year 6, to deliver sections of the RSE and Health Education curriculum in partnership. These include, but are not limited to DARE 25, transition teams from secondary schools, Crucial Crew, Bikeability, School Liaison Officers, North Yorkshire Police and other public service and health professionals.

#### CURRICULUM PLANNING

##### Long Term Planning

Individual class annual plans for Learning for Life, including RSHE, will give note to the following;

- Curriculum Coverage
- Rational
- Pedagogy
- Enhancements / cross curricular learning
- Skills developed (transferable)
- Knowledge acquired (Subject specific)
  - The content is covered by learning opportunities for each key stage across our three core themes: 'Relationships', 'Living in the Wider World' and 'Health and Wellbeing'. These overarching themes are taken from an established, high quality PSHE Association framework which informs long-term planning for PSHE across school.
  - This PSHE Association Programme of Study therefore provides a comprehensive programme for each key stage, that fully covers, but is not limited to, the statutory requirements.
  - Working within these three core themes (Relationships, Living in the Wider World and Health and Wellbeing) has allowed us to adapt the framework in order to create a programme which matches our pupils' needs and goes beyond the statutory content.
  - Whilst Learning for Life is split into three separate core themes throughout the year, in reality there will always be extensive overlap. PSHE education addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. We feel that Learning for Life should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school.
  - Cliffe Primary School Learning for Life Long term plan can be found in Appendix 4.



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#### Medium Term Planning

- Teachers will use the planning produced by the PSHE Association
- All classes work within the same 'theme' each term.
- Using a thematic approach - spiral curriculum – helps us understand progression and can tie in nicely to whole school events/discussions/assemblies to enhance our curriculum.
- These medium term plans build learning over time.
- The emphasis is to develop a sequence of teaching and learning that encompasses the cycle of assess, plan, teach and review through every unit.

#### Short Term Planning

- All teachers will follow the objectives set out in the medium-term planning.
- These will likely include an outline for the week with learning objectives, outline activities, key questions, and opportunities for Assessment for Learning and key vocabulary.
- These will be amended based on assessment for learning and the needs of the class.
- Teachers evaluate their planning on a lesson-by-lesson basis, making any necessary changes to provide additional learning. For example, some objectives will require multiple lessons.
- Teachers can use quality assured resources from the PSHE Association programme of study and may choose to supplement these with resources from other sites e.g. Dove, Twinkl Life etc.



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#### ENVIRONMENT

It is important that both the whole school and classroom environment supports both the learning and teaching of Learning for Life. Sessions have an inclusive approach based upon positive beliefs, values and attitudes. In order to provide the children with active and stimulating learning experiences, a variety of teaching and learning opportunities are adopted to provide an inclusive, positive, stimulating environment:

- Through the use of floor books to document work and ideas, as well as Seesaw.
- Through interactive displays that promote thinking and discussion
- By providing a good range of resources for teacher and pupil use e.g. inclusive books, diverse people/families etc
- Wherever possible, practical 'real' activities and scenarios are used to introduce concepts and reinforce learning objectives.
- Opportunities to transfer skills learnt, to real situations and scenarios, are used whenever possible.
- Activities are planned to encourage the full and active participation of all pupils.
- Teachers use carefully planned questions throughout the lesson in order to meet the needs of all pupils.
- Teachers place a strong emphasis on factual and medically correct use of language.
- Teachers value pupils' oral contributions and create an ethos in which all children feel they can contribute.
- A 'working agreement' (ground rules) that is devised with the children in each class to establish clear parameters about what is appropriate and inappropriate in a whole-class setting. Therefore, working agreements will be different in each class.
- Teachers set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to all questions before each session and will choose not to respond to any questions which are inappropriate.

#### ANSWERING DIFFICULT QUESTIONS

Sometimes an individual child will ask an explicit or difficult question in the classroom. If a verbal question is too personal, the teacher should remind the pupils of the 'working agreement' (ground rules). Questions do not have to be answered and can be addressed later. Cliffe Primary School believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE Subject Leader or Headteacher as appropriate. Should it be felt appropriate, parents / carers will be made aware of any questions asked which raise cause for concern or may require discussion.



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#### IMPACT

The designated Learning for Life subject leader – Miss Rose - will maintain an overview of RSHE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet students' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

#### MONITORING, EVALUATION AND ASSESSMENT

The programme is regularly evaluated by the Learning for Life subject leader – Miss Rose. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis to develop the provision. Monitoring and evaluation can be informed by the Ofsted Framework for the Inspection of Schools. Whilst it is difficult and often inappropriate to assess attitudes and students' personal lifestyle choices, much of the RSHE programme of study is capable of formal assessment, particularly the knowledgeable scientific components. Class teachers will assess their pupils on a termly basis against each core theme: Relationships, Living in the Wider World and Health and Wellbeing.

As well as fulfilling their legal obligations, the governing body make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Our Personal Social, Health, Citizenship Education (PSHCE) and Sex and Relationships Education (SRE) governor is Carole Middleton.





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#### INCLUSION :

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of the following to shape their curriculum according to the needs of their pupils and communities:

- Ethnic and cultural diversity.  
Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.
- Gypsy, Roma and Traveller Community (GRT)  
In the past national engagement levels for GRT communities has been low, this can lead to a lack of knowledge, skills and attributes which would allow pupils to keep themselves safer in relationships and understand more about their growing and changing bodies. It is not possible to make a blanket statement which reflects the views of all GRT families. Direct engagement with each family is the one reliable way to assess what each family thinks. A direct conversation has the added benefit of providing opportunities to alleviate parental concerns and increase the likelihood that decisions are well informed. Time is needed to discuss with the families what the curriculum will cover, the resources that will be used and the importance of safeguarding all pupils. This should be an integrated part of the induction process for any GRT families that join the school and ongoing communication with the families. Ideally by a member of staff where there is a pre-existing relationship and trust and who is equipped to sensitively discuss the curriculum content and answer any questions that the family may have.
- Varying home backgrounds.  
We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.
- Sexual Orientation  
Some of our pupils will go on to define themselves as Lesbian, gay, or bi-sexual (LGB). Students may also have LGB parents/carers, brothers or sisters, other family members and/or friends. Our approach to RSE will include sensitive, honest and balanced consideration of sexual orientation. We shall actively tackle homophobic bullying.
- The needs of boys as well as girls  
We shall also be proactive in combating sexism and sexist bullying. Girls will learn about the changes to boy's bodies and vice versa.
- Special educational needs.  
We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.
- The teaching programme for Relationship and Sex Education  
We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is delayed.



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## CONSULTATION

This policy was updated by the school using the model policy and guidance from the NYCC in June 2021 which has recently been updated to include all the statutory updates.

The policy will be agreed by the Governing Body and will be reviewed bi-annually or earlier should the need arise.

Parents are welcome to discuss how RSE will be delivered within the school each year and resources can be made available to share with links to materials used during the delivery of the curriculum. All parents will be given time to ask questions relating to its content and share any worries and concerns they may have.

This policy links to:

- Safeguarding / child protection. North Yorkshire Safeguarding Children Board Procedures and Guidance ([www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk))
- Anti-bullying Policy
- Behaviour Policy
- E-safety Policy / ICT
- PHSE Policy
- Inclusion Policy
- Teaching and Learning Policy
- Assessment Policy
- SEND Policy
- Equalities Scheme



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#### **APPENDIX 1 –THE STATUTORY CONTENT OF RELATIONSHIPS EDUCATION THAT PARENTS CANNOT WITHDRAW THEIR CHILD FROM**

By the end of primary school:

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



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	<ul style="list-style-type: none"> <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>
<p><b>Online relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<p><b>Being safe</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>



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## APPENDIX 2 - THE STATUTORY CONTENT OF HEALTH EDUCATION THAT PARENTS CANNOT WITHDRAW THEIR CHILD FROM

**By the end of primary school:**

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



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



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#### APPENDIX 3 - THE CONTENT OF SEX EDUCATION THAT PARENTS CAN WITHDRAW THEIR CHILD FROM.

Sex Education at Cliffe Primary School is defined as, 'the act of sex to conceive a baby'. It is not about the promotion of sexual orientation or sexual activity. This information will be shared with Year 6 pupils only and falls outside those aspects covered in the National Science Curriculum and statutory content of the Relationships and Health Education. Details of how Sex Education is taught can be found in the implementation section of this policy.

At Cliffe VC Primary School we believe the timing and content of the 'Sex Education' given to our Year 6 pupils is entirely appropriate and important to their emotional / personal development at this time. Staff administering the lessons are appropriately trained to do so and all resources to be used will be shared with families prior to the lesson.

#### APPENDIX 4 –CLIFFE PRIMARY SCHOOL LEARNING FOR LIFE LONG TERM PLAN

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
R/1	Roles of different people; different families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Yr2/3A	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Yr-2/3B	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Yr-4/5A	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Yr-4/5B	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types; their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Y6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media