



Learning for Life

Fawbert & Barnard's Primary School

Wellbeing Education Policy

(including PSHE and RSE)

Ratified by Governors:
Review by Governors:
Original RSE policy agreed

July 2022
July 2025
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Learning for Life

At Fawbert & Barnard's we want all of our pupils to enjoy school – whilst also becoming resilient, ambitious, independent learners who are prepared for a changing, global society.

1. Definitions

a. Personal, Social and Economic Education

Personal, Social and Economic Education is the total of all of the experiences, planned and unplanned, received by young people in the course of their time in school that promotes their spiritual, moral, social, cultural, economic, mental and physical development, and thus the wellbeing of both the individual and ultimately the wider community. Only elements that are covered within Relationship, Sex and Health Education are statutory.

b. Relationship, Sex and Health Education

RSHE is about the emotional, social and cultural development of children, and involves learning about relationships, physical and mental health, sexual health, sexuality, healthy lifestyles, diversity, risks and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

Relationship and Health Education is statutory in primary school, Sex Education is not.

2. Rationale and Ethos

At Fawbert and Barnard's we want to prepare children for physical and emotional changes as they grow so they can be *resilient*, self-aware and confident. Our PSEE and RSHE curriculum falls under our Wellbeing umbrella. It enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues, that are part of growing up, on a local and global level. Children will be supported to know how to apply the principles they are taught to the physical and online world.

We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Children will learn how to understand and respect their bodies, develop good self-esteem and have a positive body-image. They will learn how to identify and develop positive, healthy relationships matched to their age. We will support children to understand how to keep themselves safe.

Children will develop a good understanding of their own right of choice and control over their physical and emotional selves. Likewise, children will develop an understanding of their responsibilities to respect others' right in the physical and online world.

Throughout the curriculum, children will regularly visit key themes such as love, stability, consent, respect and care. Healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, sex, sexuality and sexual health.

We want to remove stigma and support children to develop awareness, acceptance and **tolerance** for different types of relationships and families to prepare them for a wider, *global society*. It will be delivered in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

We aim to work in partnership with our parents/carers to develop confident, happy individuals.

This policy has been developed with staff, parents/carers and governors.

3. Roles and responsibilities

The **governing body** is responsible for the Wellbeing policy.

The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSHE and PSEE is the **Wellbeing leader**. See the school website for a list of subject leaders. They are also responsible for liaising with outside agencies on any issues regarding the school's programme for RSHE and PSEE.

The **headteacher** is responsible for ensuring that Wellbeing is taught consistently across the school, and for managing requests to withdraw children from non-statutory components of Sex education.

Teachers are responsible for the day-to-day implementation of the Wellbeing programme. They are responsible for:

- Delivering Wellbeing in a sensitive way
- Modelling positive attitudes to Wellbeing
- Monitoring progress
- Responding to the needs of individuals
- Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory components of Sex education

Staff do not have the right to opt out of teaching Wellbeing. Staff who have concerns about teaching Wellbeing are encouraged to discuss this with the headteacher and Wellbeing leader. Staff are impartial in their delivery of the Wellbeing curriculum; they present balanced views to pupils.

We are committed to working with **parents and carers** and believe that it is important to have the support of parents and the wider community for the Wellbeing programme. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner. Parents and carers can then contextualise the learning within their own faith and values framework in their discussions with children following teacher-led sessions. Parents and carers are signposted to resources that can further support their child at home for sex education.

Children are expected to engage fully in the Wellbeing curriculum and, when discussing issues related to Wellbeing, treat others with respect and sensitivity.

4. The Wellbeing Curriculum

The Wellbeing curriculum includes learning that is both planned and unplanned as well as provided through other opportunities outside typical classroom sessions. In planned sessions, children will learn about through the areas of 'Health', 'Relationships' and 'Living in the wider world'. Children will learn according to their developmental age; they will revisit and build on the areas as they grow with age appropriate content at each stage. Teachers use key strategies to ensure children feel safe to participate in lessons, set up safe boundaries for discussions and provide ways to ask sensitive questions.

At Fawbert and Barnard's, we believe that it is important to respond to the needs of individuals as well as groups and classes in Wellbeing lessons. We use concepts such as 'resilience' and 'cooperation' to ensure that Wellbeing is weaved throughout the curriculum including assemblies. Our Wellbeing curriculum includes opportunities to link British Values and Social, Moral, Spiritual and Cultural aspects into the curriculum.

4.1 Curriculum Content

Wellbeing is linked to many other curriculum areas such as Science, Geography and R.E. and will be taught in a cross-curricular manner where possible. The Knowledge and Skill (KAS) grids (appendices 4-7) are colour coded to indicate this.

Wellbeing is taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Relationship education

Relationship education is compulsory in primary schools. At Fawbert and Barnard's Relationship education will be delivered through the Wellbeing curriculum which starts from Reception which children are taught how to take turns, treat each other with kindness, the importance of honesty permission seeking and giving, and the concept of personal privacy. Throughout the school, children are taught to build on their understanding of personal space and boundaries, show an understanding for and respect safe and unsafe physical contact – the forerunners for **consent**.

The primary **Relationship Education** curriculum is covered in the following areas:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships

- Being safe

See **appendix 1** for Statutory expectations of Relationship Education.

See **appendix 4** for year group expectations of Relationship Education.

Health (Mental and Physical – including Sex) Education

Physical health and mental wellbeing (excluding Sex education) is compulsory in primary schools. Health education will enable children to make good decisions about their own health and wellbeing, recognise issues in themselves and others, and to seek support as early as possible when issues arise. At Fawbert and Barnard's, we use Zones of Regulation to support children's development of Emotional literacy.

Sex education

In addition to the statutory Health and Relationship education, we continue to deliver education about sex tailored to the age and physical and emotional maturity of the children. We are building the foundations of skills and knowledge that will be developed further at secondary level.

The focus will be on:

- Using correct vocabulary for body parts
- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

In addition to consultation for this policy, parents will be consulted in year 6 about the detailed content of what will be taught in that year group. Children will be taught in mixed classes and wherever possibly a female and male member of staff will be present. Please see appendix 3 and 5 for an overview of objectives for sex education which will be taught in years 2, 5 and 6.

The primary **Health Education** curriculum is covered in the following areas:

- Mental Wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body
- Sex education (non-statutory)

See **appendix 2** for statutory expectations for Health Education.

See **appendix 3** for non-statutory expectations for Sex Education.

See **appendix 5** for year group expectations of Health (including Sex) Education.

Living in the Wider world (non-statutory)

Some of the things your child will learn include how to make and follow group, class and school rules; what protects and harms the environment; how to make choices about

spending or saving money; ways in which we are all unique and the things we have in common; about basic human rights; and to respect national, regional, religious and ethnic identities.

Through this theme, children learn:

- About respect for themselves and others, and the importance of responsible actions and behaviour
- About rights and responsibilities as members of families, other groups and citizens
- About different groups and communities
- To respect equality and diversity, and how to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe, and the importance of managing it effectively
- The part that money plays in people's lives
- A basic understanding of enterprise

See **appendix 6** for year group expectations Living in the Wider World.

4.2 Curriculum opportunities

In addition to planned Wellbeing sessions, there are other opportunities to develop Wellbeing throughout children's school life. Examples of such opportunities include:

- Assemblies
- House activities
- Sports day
- School and class councils
- Fund-raising for charities
- Special days
- Visits from professionals (e.g. Police Officers)
- Residential trip
- Play leaders
- Crucial Crew
- Prefect and monitor opportunities

Activities and events such as these provide opportunities for children to:

- Plan and work together
- Problem solving
- Take on responsibilities
- Develop and maintain relationships under different circumstances
- Discover new qualities and characteristics

The link between Wellbeing and pastoral care is important. Each teacher is primarily responsible for this but other staff and peers (e.g. Counsellor, Learning Mentor) may also play a role.

4.3 Curriculum Delivery

Preparing a safe learning environment

Time is set aside to establish a safe learning environment for both children and adults in the classroom. Wellbeing is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the Wellbeing sessions to ensure that the classroom is a safe environment where pupils agree not to pressure one another to answer questions about their own experiences. This also applies to all staff members.

Answering Difficult Questions

Staff are aware that views around Wellbeing related issues are varied. However, while personal views are respected, all Wellbeing issues are taught without bias. Topics are presented using a variety of views and beliefs so that children are able to form their own, informed opinions but also respect others who may have a different opinion. Staff will respond to children's questions according to the age and maturity of the pupil(s) concerned and within the limits of the year group expectations.

Children have the opportunity to pose questions anonymously and without embarrassment using a 'Ask-it Basket'. This is available during and beyond RSHE lessons. Anyone can pose a question, anytime. Questions can be anonymous or children can put their names on the questions. Depending on the nature of the question, responses may be given to the whole class, to small groups or 1:1. In a very small minority of situations, teachers may need to contact parents to agree a response to particularly challenging questions. Please see **Confidentiality and Child Protection Issues** section about teachers responding to any concerns arising from Wellbeing lessons.

Inclusion

The Wellbeing policy reflects and is in line with the schools' equal opportunities policy and the schools ensures that the Wellbeing teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Parents and carers are signposted to resources that can support children's understanding of puberty. Specialists can be consulted to signpost school to support materials or to provide advice about delivery of the curriculum.

Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. The Wellbeing curriculum strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at Fawbert and Barnard's and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

5. Confidentiality and Child Protection Issues

In lessons, teachers should establish from the beginning that it is inappropriate to disclose personal information. As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. Discussions in Wellbeing may prompt a child to disclose about related incidents; for example, FGM, forced marriage, child exploitation or abuse. If

the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, she/he talks to the named Designated Safeguarding Lead who takes action as laid down in the Child Protection Policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by staff throughout the process. Children must be made aware that it is necessary for the school to act upon certain disclosures that they may make.

6. Teacher training

Teachers will receive initial training on the content and delivery of Wellbeing. Staff are kept informed of developments in key aspects of Wellbeing, including links with safeguarding, inclusion, equality, child protection and antibullying, through regular training provided at staff meetings and INSET days.

Training supports teachers to be confident:

- In planning, delivering and assessing Wellbeing
- In answering parents' questions and dealing with sensitive issues
- In supporting children to understand how to keep themselves safe
- In answering challenging questions from children

Teachers can seek support from the Wellbeing leader about any element of the Wellbeing curriculum.

7. Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of **Sex** education delivered as part of Wellbeing. A request needs to be made in writing to the headteacher. Those parents/carers wishing to exercise the right to withdraw their child from part or all of Sex education are invited in to see the teacher and/or Wellbeing Coordinator who will explore any concerns and discuss any detrimental impact that withdrawal may have on the child. A record will be kept of the request and the meeting.

8. Monitoring arrangements

The delivery of Wellbeing is monitored by the Wellbeing leader through learning walks, book and planning scrutinies.

Children's development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the wellbeing leader, every three years. At every review, the policy will be approved by the governing board.

Appendix 1

Relationship education – Statutory requirements

By the end of Primary school:

Families and people who care for me	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.
Caring Friendships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.
Respectful relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> 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.
Online relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> 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.
Being safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> 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.

Appendix 2

Health education – statutory requirements

By the end of Primary school:

Mental Wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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. • 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). • 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.
Internet safety and harms	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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.
Physical Health and fitness	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.
Healthy eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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).
Drug, Alcohol and Tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.

Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.
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Appendix 3
Sex education – Non-statutory

Year	SE lesson titles	Objectives covered We are learning	Science National Curriculum objectives linked to RSHE
2	Everybody's body	<ul style="list-style-type: none"> To know about the differences and similarities between people – naming external and private body parts. 	Notice that animals, including humans, have offspring which grow into adults
5	Puberty: time to change Puberty: menstruation and wet dreams Puberty: personal hygiene Puberty: emotions and feelings	<ul style="list-style-type: none"> About some of the physical changes experienced during puberty About the physical changes that happen to males and females during puberty About the importance of personal hygiene during puberty To respond to questions about puberty How and why emotions may change during puberty About getting appropriate help, advice and support about puberty 	<ul style="list-style-type: none"> - Describe the life process of reproduction in some plants and animals - Describe the changes as humans develop to old age.
6	Puberty: recap and review Puberty: change and becoming independent Positive and healthy relationships How babies are made	<ul style="list-style-type: none"> More about the changes that happen at puberty (recap from year 5) About managing change - new roles and responsibilities as we grow up About what constitutes a positive, healthy relationship That relationships can change over time About adult relationships and the human life cycle About human reproduction (how a baby is made and how it grows) 	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Appendix 4

Fawbert and Barnard's Wellbeing Knowledge and Skill objectives – Relationships & Online safety

Science

RE

Computing

(ZoR) – Zones of Regulation

Geography

Maths

PE

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs.</p> <p><i>To know that what is covered by underwear is private.</i></p>	<p>about friends and family:</p> <ul style="list-style-type: none"> the role these different people play in children's lives how they care for them <p>about safe relationships:</p> <ul style="list-style-type: none"> how to respond if physical contact makes them feel uncomfortable or unsafe that it is important to tell someone if something about their family makes them feel unhappy or worried when it is important to ask for 	<p>about friends and family:</p> <ul style="list-style-type: none"> how to be a good friend <p>about safe relationships:</p> <ul style="list-style-type: none"> about what bullying is different types of bullying how someone may feel if they are being bullied about the difference between happy surprises and secrets that make them feel uncomfortable or worried how to get help how to resist pressure to do 	<p>about friends and family:</p> <ul style="list-style-type: none"> about the positive aspects of being part of a family to recognise and respect that there are different types of families being part of a family provides support, stability and love about the different ways that people can care for each other what to do and whom to tell if family relationships are making them feel upset, worried, unhappy or unsafe <p>about safe relationships:</p>	<p>about friends and family:</p> <ul style="list-style-type: none"> the features of positive healthy friendships such as mutual respect, trust and sharing interests how to seek support with relationships if they feel lonely or excluded when it is right to keep or break a confidence or share a secret how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online 	<p>about friends and family:</p> <ul style="list-style-type: none"> what makes a healthy friendship how to seek support in relation to friendships peer influence and how it can make people feel or behave the impact of the need for peer approval in different situations, including online <p>about safe relationships:</p> <ul style="list-style-type: none"> what is acceptable, unacceptable, wanted or unwanted in different situations 	<p>about friends and family:</p> <ul style="list-style-type: none"> the qualities of healthy relationships that help individuals flourish <p>about safe relationships:</p> <ul style="list-style-type: none"> to compare the features of a healthy and unhealthy friendship the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong strategies to respond to pressure

	<p><i>If someone asks about touching or seeing what is covered by underwear, tell someone you trust.</i></p>	<p>permission to touch others</p> <ul style="list-style-type: none"> • how to ask for and give/not give permission <p>about respecting ourselves and others:</p> <ul style="list-style-type: none"> • about what respect means • how kind and unkind behaviour can affect others • how to be polite and courteous • how to play and work co-operatively 	<p>something that feels uncomfortable or unsafe</p> <p>about respecting ourselves and others:</p> <ul style="list-style-type: none"> • about the things they have in common with others • what to do and whom to tell if they see or experience hurtful behaviour, including online 	<p>See 'online' section</p> <p>about respecting ourselves and others:</p> <ul style="list-style-type: none"> • the importance of self-respect and their right to be treated respectfully by others 	<p>about safe relationships:</p> <p>See 'online' section</p> <p>about respecting ourselves and others:</p> <ul style="list-style-type: none"> • to recognise differences between people such as gender, race, faith and a vocabulary to sensitively discuss difference and include everyone • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • the importance to respect the similarities and differences between people 	<ul style="list-style-type: none"> • how to ask for, give and not give permission • how to respond to unwanted or unacceptable physical contact • it is never someone's fault if they have experienced unacceptable contact <p>about respecting ourselves and others (discrimination):</p> <ul style="list-style-type: none"> • what it is • the different types e.g. racism, sexism, homophobia • its impact on individuals, groups and wider society • how to challenge it 	<p>from friends including online</p> <ul style="list-style-type: none"> • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get support and advice • what consent means and how to seek and give/not give permission in different situations <p>about respecting ourselves and others</p> <ul style="list-style-type: none"> • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of
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							view they disagree with
Vocab	Feelings, friend, family, kind, care, love, fair, unfair, share, similar, different, consequence.	Relationship, respect, private, compliment.	Honesty, bullying, empathy, identity, pressure, problem solving, resist, pressure, teasing, comfort, trustworthy, qualities, conflict, identity,	Support, stability, self-respect, right, inactive, lifestyle.	Culture, mutual respect, excluded, confidence/confidential, gender, moral, race, faith, values, aspirations, society, contact, resolve, solution.	Biological sex, Boundaries, Consent, Discrimination, Gender expression, Orientation, Harassment, Homophobia, Individuality, Influence, Influenced, Peer pressure, Permission, Personal boundaries, Personal identity, Racism, Sexism	Conflict, truthfulness, trustworthiness, loyalty, generosity, pressure, dares

Appendix 5

Fawbert and Barnard's Wellbeing Knowledge and Skill objectives – Health

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p>	<p>about taking care of themselves:</p> <ul style="list-style-type: none"> • Why it's important (to be healthy) • healthy and unhealthy foods • physical exercise • basic hygiene (bodily, hand washing and dental) • Rest and sleep • balancing different types of play (screen-time) <p>about feelings:</p> <ul style="list-style-type: none"> • recognise their own • recognise others' • they can affect behaviour <p>how rules can help to keep us safe (including the footpath at school)</p> <p>about risks:</p>	<p>about the body:</p> <ul style="list-style-type: none"> • name main body parts correctly • name external genitalia (breasts, vulva, penis & testicles) • parts of bodies covered with underwear are private • things that are put in the body and on the skin can affect how people feel <p>about routines and habits:</p> <ul style="list-style-type: none"> • dental health • sleep • eating and drinking • medicines (including vaccinations and immunisations) <p>about feelings:</p>	<p>about being healthy:</p> <ul style="list-style-type: none"> • what is meant by a healthy, balanced diet • that regular exercise has positive benefits for their mental and physical health • positive and negative effects of habits <p>about feelings:</p> <ul style="list-style-type: none"> • things that can affect them • they can change overtime and in intensity • the different ways they can be expressed <p>about personal identity:</p> <ul style="list-style-type: none"> • explore and celebrate individuality 	<p>about being healthy:</p> <ul style="list-style-type: none"> • identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally <p>about physical health:</p> <ul style="list-style-type: none"> • what it means • recognise early signs of physical illness • it can be treated with the right care <p>about puberty: (summer 2)</p> <ul style="list-style-type: none"> • identify external genitalia and reproductive organs • physical and emotional changes • key facts about menstrual wellbeing, erections and wet dreams 	<p>about personal identity:</p> <ul style="list-style-type: none"> • what contributes to it • for some people their gender identity does not correspond with their biological sex <p>about feelings:</p> <ul style="list-style-type: none"> • ways and activities to boost emotional wellbeing <p>about 'drugs':</p> <ul style="list-style-type: none"> • taking medicines correctly • what is means • those common to everyday life can affect health and wellbeing • effects and side-effects • risks and habitual 	<p>about mental health:</p> <ul style="list-style-type: none"> • to recognise that anyone can be affected by mental ill-health • difficulties can be resolved with help and support • negative experiences such as being bullied or feeling lonely can affect mental wellbeing <p>about the body:</p> <ul style="list-style-type: none"> • what sexual intercourse is • how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs • identify the links between love,

		<ul style="list-style-type: none">• how to cross a road safely	<ul style="list-style-type: none">• ways to change their mood• manage big feelings• when and how to ask for help• how to help others, with their feeling <p>if someone is hurt:</p> <ul style="list-style-type: none">• what to do• who can help• how to get help (incl. 999) <p>about risks:</p> <ul style="list-style-type: none">• how to keep themselves safe in the home• how to be safe around water	<ul style="list-style-type: none">• common challenges to self -worth and strategies to manage them <p>about risks:</p> <ul style="list-style-type: none">• how to predict, assess and manage risk in everyday situations• keeping themselves safe at home – fire safety• keeping themselves safe in the local environment or unfamiliar places	<ul style="list-style-type: none">• strategies to manage the changes including menstruation• the importance of personal hygiene routines• how to discuss challenges with a trusted adult <p>about risks (the sun):</p> <ul style="list-style-type: none">• benefits on mind and body• the risk of exposure• how to manage the risk <p>First Aid:</p> <p>if someone is hurt:</p> <ul style="list-style-type: none">• how to respond in an emergency, including when and how to contact different services <p>Asthma:</p>	<p>nature</p> <p>About risks:</p> <p>if someone is hurt:</p> <ul style="list-style-type: none">• how to respond in an emergency, including when and how to contact different services <ul style="list-style-type: none">• Bleeding<ul style="list-style-type: none">○ How to identify (symptoms)○ What are the risks?○ How to treat○ When and how to get help• Significant pupil needs in the class	<p>committed relationships and conception</p> <ul style="list-style-type: none">• pregnancy can be prevented with contraception• responsibilities of being a parent or carer• responsibilities of being a parent or carer• how having a baby changes someone's life <p>about drugs:</p> <ul style="list-style-type: none">• risks and effects• laws – legal and illegal• choices around drug taking• where to get help <p>About risks:</p> <p>if someone is hurt:</p> <ul style="list-style-type: none">• how to respond in an emergency,
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Vocab	Feelings, happy, sad, tired, excited, hungry, thirsty angry, scared	<p>Blue: sad sick tired bored disappointed lonely</p> <p>Green: happy okay proud</p> <p>Yellow: silly worried scared excited embarrassed</p> <p>Red: Angry terrified elated</p> <p>Dental, hygiene,</p>	Loss, bereavement, mood, dental health, diet, emergency, risk, breast, vagina, penis, testicles, medicine, vaccinations, vaccine, immunisations, physical. Disease, prevent	Balance, self-worth, habit, positive, negative, manage, individuality, express, prevent,	<p>Obesity.</p> <p>Puberty, reproduction, gender, genitalia, erection, ejaculation, wet dream, menstrual cycle, menstruation, period, sanitary products, reproductive organ, gender identity, biological sex, semen, sperm, uterus, ovum,</p>	Lifestyle, drugs, side-effects, exposure.	<p>Mental health</p> <p>Sex, sexual intercourse, intimate, consent, committed relationship, contraception, responsibility, foetus, conception.</p> <p>Transition, independence.</p> <p>Legal, illegal, choice</p>

		healthy, unhealthy, behave, rules, safe, hazard, protect, screen-time, care, private			pubic hair, Adam's apple, scrotum, cervix, labia, fallopian tubes, body odour, adolescent		
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Appendix 6
Fawbert and Barnard’s Wellbeing Knowledge and Skill objectives – Living in the Wider World

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><i>About road safety:</i></p> <ul style="list-style-type: none"> • wait to cross the road • cross with an adult • check both ways • Use special crossing places when possible <p><i>About the footpath:</i></p> <ul style="list-style-type: none"> • an adult must be there if you want to cross it • only adults may press the release buttons 	<p>About examples of rules in different situations.</p> <p>How we care for the environment</p> <p>About jobs:</p> <ul style="list-style-type: none"> • different jobs • who helps us in the community? 	<p>about community:</p> <ul style="list-style-type: none"> • being a part of different groups, and the role they play in these • rights and responsibilities in school and the wider community • can make different groups feel included • people are all equal • ways in which they are the same and different to others in the community 	<p>about rules/laws in society:</p> <ul style="list-style-type: none"> • why we have them • importance of abiding by them • what will happen if broken <p>about rights and responsibilities:</p> <ul style="list-style-type: none"> • they have them • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn <p>about human rights:</p> <ul style="list-style-type: none"> • what they are • how they protect people • identify basic HRs 	<p>about communities:</p> <ul style="list-style-type: none"> • the meaning and benefits • they belong to different communities • being made up of different groups • those that help communities including volunteers <p>how to show compassion towards others in need and the shared responsibilities of caring for them</p>	<p>about the environment:</p> <ul style="list-style-type: none"> • the importance of protecting it • positive and negative impact of everyday actions • express opinions about their own responsibility <p>about jobs/careers:</p> <ul style="list-style-type: none"> • what they might want to do • importance of ambition • factors that influence choosing a job • the importance of diversity and inclusion • stereotypes in the workplace and how 	<p>about prejudice and discrimination:</p> <ul style="list-style-type: none"> • what it means • the difference • how to recognise it • how to respond safely to it <p>about stereotypes:</p> <ul style="list-style-type: none"> • to recognise in different contexts • how they are perpetuated • how to challenge them <p>about money:</p> <ul style="list-style-type: none"> • how having or not having money can impact on a person's emotions, health and wellbeing • about common

	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.			<p>about stereotypes:</p> <ul style="list-style-type: none">• common myths and gender stereotypes related to work• to challenge them through examples of role models in different fields of work		<p>to challenge</p> <ul style="list-style-type: none">• routes to employment	<p>risks associated with money, including debt, fraud and gambling</p> <ul style="list-style-type: none">• how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk
Vocab	Rules, choices, care.	Community, environment.	Rights, responsibility, decision, unique.	Equality, human rights, protect, law, abide, stereotypes, myth	Compassion, contribution, volunteers, in need,	Career, ambition, influence, diversity, inclusion, factor, routes, impact, bias.	Prejudice, perpetuated, fraud, gambling, debt, scam.