

**Whingate Primary School**  
**Relationships, Health and Sex Education**  
**Policy**  
**(RHSE)**  
**June 2025**



Ratified by the Governing Body on: \_\_\_\_\_

Chair of Governors Signature: \_\_\_\_\_

Date of Next Review: June 2026

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## 1. Context

All schools must have an up to date RHSE policy which is made available for inspection and to parents. The policy must:

- Define relationship, health and sex education
- Describe how relationship, health and sex education is provided and who is responsible for providing it
- Say how relationship, health and sex education is monitored and evaluated
- Consult with parents in developing and reviewing the policy
- Include information to clarify why parents do not have a right to withdraw their child from relationships or health education
- Include information about parents' right to request that their child be excused from sex education only
- State how delivery content will be made accessible to all pupils
- Be reviewed regularly
- Be freely available to anyone who asks for a copy
- Be published on the school website

The policy should:

- Reflect the views of teachers and pupils

This policy can be found on the school website. A paper copy is available from the school office.

Any change will be reflected in the school prospectus and included in the induction programme for visitors and new staff.

## 2. Background and Definitions

Changes to the guidance and legislation of RHSE (DFE 2019):

- Makes relationships and health education mandatory in primary schools
- Makes no changes to the status of sex education in primary schools
- Continues to encourage all primary schools to provide sex education

Schools must:

- Provide RHSE as part of the basic broad and balanced curriculum
- Have a policy for RHSE
- Provide parental withdrawal from sex education only
- Consult with parents
- Be accessible for all pupils
- Comply with the Equality Act 2010

Schools should:

- Involve pupils in determining the curriculum and policy
- Cover the learning in the 'pupils should know' guidance tables (Appendix 1-guidance for parents on statutory content)
- Be resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

At Whingate Primary School, Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Health Education aims to give

pupils the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships and the teaching of sex, sexuality and sexual health.

*Sex and Relationship Education Guidance (DFEE 2000)*

The Sex Education Forum defines SRE as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The aim of SRE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

### **3. Process for Consultation**

A working party was originally set up to review the existing RHSE provision, the training and the purchase of the 'You, Me and PSHE' Scheme of Work. The initial group comprised of the PSHE Lead, Headteacher and the nominated Governor for RHSE, who is also a parent representative.

In order to comply with the new statutory framework, the following process for consultation took place.

|   |                  |
|---|------------------|
| Senior Leadership Team meeting to discuss changes to curriculum and policy                      | February 2021    |
| Draft RHSE Policy shared with the Governing Body  | March 2021       |
| Parental questionnaire sent via Microsoft Forms accompanied by factsheet with statutory content | March 2021       |
| Pupil consultation  | March 2021       |
| Staff meeting to share curriculum changes   | March 2021       |
| Begin to implement curriculum changes   | Summer Term 2021 |
| Changes fully implemented   | Autumn Term 2021 |

#### **4. Aims and Objectives for Relationship, Health and Sex Education**

##### **Our Aim**

Our aim is to build a happy, safe and successful family at Whingate.

We will work together to:

- Provide caring relationships based on mutual respect
- Provide an environment where everyone is safe, secure and has fun
- Ensure there are clear expectations for behaviour and learning
- Encourage self-control, responsibility and good working attitudes
- Match learning to the needs and abilities of each child
- Provide a stimulating, creative, broad and balanced curriculum
- Maintain high expectations and achieve the best possible outcomes for all

The objectives of Relationships, Health and Sex Education are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To provide children with age appropriate information, explore attitudes and values and develop skills to empower them to build healthy relationships
- To be prepared for puberty and adulthood

#### **5. The Teaching Programme for RHSE**

All schools must teach the following as part of the Science National Curriculum.

The following objectives link Science to RHSE:

##### **Foundation Stage**

- Children talk about past and present events in their own lives and in the lives of family members
- They know that other children don't always enjoy the same things, and are sensitive to this
- They know about similarities and differences between themselves and others, and among families, communities and traditions
- Children know about similarities and differences in relation to places, objects, materials and living things
- They talk about the features of their own immediate environment and how environments might vary from one another
- They make observations of animals and plants and explain why some things occur, and talk about changes

## Key Stage 1

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

## Key Stage 2

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement
- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

The remainder of our RHSE Curriculum is taught within the following objectives

## Foundation Stage

- Personal, social and emotional development involves helping children to develop a positive sense of themselves and others
- To form positive relationships and develop respect for others
- To develop social skills and learn how to manage their feelings
- To understand appropriate behaviour in groups
- To have confidence in their own abilities
- To develop their confidence and skills in expressing themselves
- To speak and listen in a range of situations
- To make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment

From Year 1, the content is taken from the 'You, Me and PSHE' Scheme of work, and both the Mindmate and Pol-Ed lessons which fall into the following categories:

|                                      |   |
|--------------------------------------|---|
| <p><b>You, Me PSHE topics</b></p>    | <p>RSE – Relationships and Sex Education<br/> KSMR – Keeping safe and managing risk<br/> ISE – Identify society and equality<br/> MHW – Mental health and wellbeing<br/> PHW – Physical Health and wellbeing<br/> DATE – Drugs, alcohol and tobacco</p> |
| <p><b>MindMate Lesson Topics</b></p> | <p>FGBM – Feeling good and being me<br/> FF – Friends and family<br/> SE – Strong emotions<br/> LC – Life changes<br/> BSBD – Being the same being different<br/> SP – Solving problems</p>   |
| <p><b>Pol-Ed Topics</b></p>          | <p>R – Relationships<br/> KS – Keeping Safe<br/> UTL – Understanding the Law</p>  |

From KS2, The BBC 'Operation Ouch' materials are used to supplement the curriculum. This covers the following topics:

- Relationships and families
- Sperm, egg and womb
- Puberty
- Attraction
- Sex and sexual intercourse
- In Vitro Fertilisation (IVF)

## Coverage of Relationships Education

| *Indicates lessons that directly link to safeguarding   | Y1         | Y2                     | Y3  | Y4         | Y5        | Y6              |
|---|------------|------------------------|-----|------------|-----------|-----------------|
| that families are important for children growing up because they can give love, security and stability.   | LC         | RSE<br>MHW<br>LC<br>SE |     |            |           | RSE<br>FF       |
| 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.         | KS         | RSE<br>LC              |     | FGBM<br>FF |           | FF              |
| 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 for them. | BSBD       | RSE                    | ISE |            |           |                 |
| 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.  | R          | RSE<br>MHW             |     |            |           | FF              |
| that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.   |            |                        |     |            |           | RSE*            |
| how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.  | KSMR<br>KS | R                      |     |            | KSMR<br>R | KSMR (FGM)<br>R |

## Coverage of Relationships Education

| *Indicates lessons that directly link to safeguarding  | Y1            | Y2                                | Y3           | Y4            | Y5                    | Y6                  |
|--|---------------|-----------------------------------|--------------|---------------|-----------------------|---------------------|
| how important friendships are in making us feel happy and secure, and how people choose and make friends.  | FF<br>SE<br>R | MHW<br>FF<br>BSBD<br>R            | FF<br><br>R  | FF            | LC<br><br>R           | RSE*<br>SE<br><br>R |
| the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.   | SE<br>SP<br>R | MHW<br>FF<br>BSBD<br>R            | ISE          | FF<br>LC<br>R | FGBM<br>LC<br>SP<br>R | RSE<br>FF<br>R      |
| that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  | FF<br>SE<br>R | MHW RSE*<br>FF<br>SE<br>BSBD<br>R | R            | FF<br>SE<br>R | FF<br>LC              | FF<br>SE            |
| 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. | ISE<br><br>R  | MHW<br>FF<br>BSBD                 | MHW<br><br>R | LC            | KSMR*<br>FF<br>SP     | FF                  |

## Coverage of Relationships Education

| *Indicates lessons that directly link to safeguarding  | Y1               | Y2             | Y3                      | Y4        | Y5                               | Y6       |
|--|------------------|----------------|-------------------------|-----------|----------------------------------|----------|
| how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.   | KSMR*<br>KS      | MHW<br>FF<br>R | KSMR<br>R               | SE        | KSMR<br>FF<br>R                  | R        |
| 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 | ISE<br>BSBD<br>R | RSE            | ISE<br>SP<br>R          | BSBD<br>R | LC<br>BSBD                       | RSE      |
| practical steps they can take in a range of different contexts to improve or support respectful relationships.   | ISE<br>SP<br>R   | MHW<br>R       | MHW<br>SP<br>BSBD<br>SE | BSBD      | KSMR<br>FGBM<br>LC<br>BSBD<br>SP | FF<br>SP |
| the conventions of courtesy and manners.   | SP               |                | FF<br>SP<br>R           | R         | LC<br>R                          | R        |

## Coverage of Relationships Education

| *Indicates lessons that directly link to safeguarding   | Y1   | Y2        | Y3               | Y4        | Y5                | Y6         |
|---|------|-----------|------------------|-----------|-------------------|------------|
| the importance of self-respect and how this links to their own happiness.   | ISE* | FGBM<br>R | MHW*<br>FGBM     |           |                   | FGBM<br>FF |
| 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. | R    | RSE       | ISE<br>BSBD<br>R | BSBD<br>R | ISE<br>BSBD<br>LC | RSE        |
| 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.           | R    | BSBD<br>R | KSMR<br>R        | BSBD      | KSMR*<br>ISE      |            |
| what a stereotype is, and how stereotypes can be unfair, negative or destructive.   |      | RSE       | R                | BSBD      | ISE<br>BSBD<br>R  | RSE        |
| The importance of permission-seeking and giving in relationships with friends, peers and adults   | KSMR |           | R                |           | R                 | KSMR       |
| that people sometimes behave differently online, including by pretending to be someone they are not.  | KS   |           | R                |           | KSMR<br>KS<br>R   |            |

## Coverage of Relationships Education

| *Indicates lessons that directly link to safeguarding   | Y1         | Y2       | Y3 | Y4      | Y5                     | Y6                       |
|---|------------|----------|----|---------|------------------------|--------------------------|
| the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  | KS         | KSMR     |    | KSMR*   | KSMR<br>KS             |                          |
| what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).   | KSMR<br>R  | FF       | FF | SE<br>R | FGBM<br>FF<br>KS<br>R  | KSMR*<br>FGBM<br>FF<br>R |
| 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. | KSMR       |          |    | R       | SP<br>KS<br>R          |                          |
| that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.                                | KSMR       |          | R  |         | R                      | KSMR (FGM)               |
| how to recognise and report feelings of being unsafe or feeling bad about any adult.  | KSMR<br>KS | KS       |    |         | KSMR*<br>SP<br>KS<br>R | KSMR<br>(FGM)<br>FF      |
| how to ask for advice or help for self and for others, and to keep trying until they are heard.   | KSMR<br>SE | SE<br>KS | SE | SE      | SE<br>SP<br>KS         | SE<br>R                  |

## Coverage of Relationships Education

| *Indicates lessons that directly link to safeguarding                               | Y1  | Y2   | Y3   | Y4  | Y5  | Y6   |
|---|---|--|--|---|---|--|
| how to report concerns or abuse, and the vocabulary and confidence needed to do so. |   | KS   | KSMR                                       |   | KSMR<br>R<br>KS   |  |
| where to get advice e.g. family, school and/or other sources.                       | FGBM<br>FF<br>LC<br>SE<br>BSBD<br>SP<br>R | FGBM<br>FF<br>LC<br>SE<br>BSBD<br>SP<br>KS | FGBM<br>FF<br>LC<br>SE<br>BSBD<br>SP<br>KS | RSE<br>FGBM<br>FF<br>LC<br>SE<br>BSBD<br>SP | KSMR<br>FGBM<br>FF<br>LC<br>SE<br>BSBD<br>SP<br>R<br>KS | RSE<br>FGBM<br>FF<br>LC<br>SE<br>BSBD<br>SP<br>R<br>KS |

## Coverage of Health Education

|  | Y1                            | Y2                       | Y3              | Y4                     | Y5                                  | Y6                                    |
|--|-------------------------------|--------------------------|-----------------|------------------------|-------------------------------------|---------------------------------------|
| that mental wellbeing is a normal part of daily life, in the same way as physical health.  |                               |                          |                 | LC<br>SP               | FF<br>SE<br>SP                      | MHW<br><br>FGBM<br>SE<br>SP           |
| 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. | MHW<br>FGBM<br>LC<br>SE       | FGBM<br>LC<br>SE<br>BSBD | LC<br>SE        | FGBM<br>LC<br>SE<br>SP | MHW<br>FGBM<br>FF<br>LC<br>SE<br>SP | MHW<br>FGBM<br>LC<br>SE<br>BSBD<br>SP |
| 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.  | MHW<br>FGBM<br>FF<br>LC<br>SE | FGBM<br>LC<br>SE<br>BSBD | MHW<br>LC<br>SE | FGBM<br>LC<br>SE<br>SP | MHW<br>FF<br>FGBM<br>LC<br>SE<br>SP | MHW<br>FGBM<br>LC<br>SE<br>BSBD<br>SP |
| how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.   |                               | FF<br>R                  | SE              | FGBM<br>SE             | MHW<br>R                            | MHW                                   |
| the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.   | PHW                           | PHW                      | PHW<br>ISE*     |                        | SE                                  | MHW*<br>SP                            |
| simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.   | SE                            | PHW                      |                 | PHW                    | FF<br>SE                            | PHW<br>SP                             |

Coverage of Health Education

|  | Y1  | Y2                                   | Y3                                   | Y4                                   | Y5  | Y6   |
|--|---|--------------------------------------|--------------------------------------|--------------------------------------|---|--|
| isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.  | FF<br>SE  | MHW<br>SE<br>BSBD                    |                                      |                                      | LC<br>R   | R  |
| that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.   | R   | BSBD<br>R                            | KSMR<br>R                            | BSBD                                 |   |  |
| 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). | MHW<br>FGBM<br>FF<br>LC<br>SE<br>BSBD<br>SP<br>KS | FGBM<br>FF<br>LC<br>SE<br>BSBD<br>SP | FGBM<br>FF<br>LC<br>SE<br>BSBD<br>SP | FGBM<br>FF<br>LC<br>SE<br>BSBD<br>SP | FGBM<br>FF<br>LC<br>SE<br>BSBD<br>SP<br>KS<br>R | MHW<br>FGBM<br>FF<br>LC<br>SE<br>BSBD<br>SP<br>R |
| 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.   |   |                                      |                                      |                                      | SE  | MHW<br>FGBM<br>SP                                |
| that for most people the internet is an integral part of life and has many benefits.   | KS  |                                      |                                      |                                      | FF<br>KS  | FGBM<br>R  |

Coverage of Health Education

|   | Y1 | Y2 | Y3    | Y4            | Y5           | Y6                   |
|---|----|----|-------|---------------|--------------|----------------------|
| 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. | KS |    |       | PHW*<br>KSMR* | PHW*<br>ISE* | RSE*<br>FGBM<br>BSBD |
| 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.                                | KS |    | KSMR* |               | KSMR*<br>KS  |                      |
| why social media, some computer games and online gaming, for example, are age restricted.   | KS |    |       | KSMR*         |              |                      |
| 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.   |    |    | KSMR* |               | FF           | MHW*<br>BSBD         |
| how to be a discerning consumer of information online including understanding that information from search engines, is ranked, selected and targeted.   |    |    |       |               | KSMR<br>PHW  | ISE<br>RSE           |
| where and how to report concerns, and get support with issues online.   | KS |    | KSMR* |               | KSMR<br>KS   |                      |

Coverage of Health Education

|  | Y1   | Y2         | Y3  | Y4  | Y5  | Y6                     |
|--|------|------------|-----|-----|-----|------------------------|
| the characteristics and mental and physical benefits of an active lifestyle.   | PHW* | PHW        | PHW |     | SE  | MHW<br>SP              |
| 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.   |      | PHW        | PHW |     |     |                        |
| the risks associated with an inactive lifestyle (including obesity).<br><br>how and when to seek support including which adults to speak to in school if they are worried about their health.<br><br>what constitutes a healthy diet (including understanding calories and other nutritional content).<br><br>the principles of planning and preparing a range of healthy meals. | PHW* | PHW<br>FFF | PHW | FFF | PHW | KSMR*<br>KS<br><br>FFF |
| 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).   |      | PHW*       |     |     |     |                        |

Coverage of Health Education

|   | Y1  | Y2   | Y3   | Y4   | Y5   | Y6   |
|---|-----|------|------|------|------|------|
| <p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> | PHW |      | DATE | DATE | DATE | DATE |
| <p>the facts and science relating to allergies, immunisation and vaccination.</p>   |     | PHW* |      |      |      |      |

Coverage of Health Education

|   | Y1 | Y2   | Y3 | Y4          | Y5  | Y6  |
|---|----|------|----|-------------|-----|-----|
| <ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> </ul>  |    | KSMR | KS | KSMR<br>UTL | UTL | UTL |
| <ul style="list-style-type: none"> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>   |    |      |    | KSMR        |     |     |
| Changing adolescent body  |    |      |    |             |     |     |
| <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> </ul> |    |      |    | RSE         | RSE |     |
| <ul style="list-style-type: none"> <li>about menstrual wellbeing including key facts about the menstrual cycle.</li> </ul>  |    |      |    | RSE         | RSE | RSE |

**Coverage of Online Safety Objectives**

| <u>Key Stage 1</u>  | <b>RE links – Online relationships</b>  | <b>HE links – Internet safety and harms</b>   |
|---|---|---|
| use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies | <ul style="list-style-type: none"> <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>• 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> | <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> |
| <u>Key Stage 2</u>  |   |   |
| understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration                        |   |   |
| use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  |   |   |
| use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact   |   |   |

| Y1   | Y2<br>Boys and girls, families   | Y3   | Y4<br>Growing up and changing  | Y5  | Y6<br>Healthy relationships<br>How a baby is made   |
|--|--|--|--|---|---|
| <p>Pupils learn to understand and respect the differences and similarities between people</p> <ul style="list-style-type: none"> <li>• can define difference and similarity</li> <li>• understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that</li> </ul> |  | <p>Pupils learn about the way we grow and change throughout the human lifecycle</p> <ul style="list-style-type: none"> <li>• can identify changes throughout the human life cycle</li> <li>• understand change is on-going</li> <li>• understand change is individual</li> </ul> |  | <p>Pupils learn about the changes that occur during puberty</p> <ul style="list-style-type: none"> <li>• can identify the physical, emotional &amp; behavioural changes that occur during puberty for both males and females</li> <li>• understand that puberty is individual and can occur any time between 8-17</li> <li>• understand that body changes at puberty are a preparation for sexual maturity</li> </ul> |   |
|  | <p>Pupils learn about the biological differences between male and female animals and their role in the life cycle</p> <ul style="list-style-type: none"> <li>• know that female mammals give birth and nurse their young</li> <li>• can describe the biological differences between male and female</li> </ul> |  | <p>Pupils learn the physical changes associated with puberty</p> <ul style="list-style-type: none"> <li>• can define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults</li> <li>• identify physical changes associated with puberty</li> </ul> |   | <p>Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</p> <ul style="list-style-type: none"> <li>• understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture</li> </ul> |

|  |  |  |   |  |   |
|--|--|--|---|--|---|
|  | <ul style="list-style-type: none"> <li>• understand that the creation of life requires a male and female</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Understand that everyone's experience of puberty is different and that it begins and ends at different times</li> </ul>  |  | <ul style="list-style-type: none"> <li>• can recognise and challenge gender stereotypes</li> <li>• understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour</li> </ul>  |
|  | <p>Pupils learn the biological differences between male and female children</p> <ul style="list-style-type: none"> <li>• identify and name biological terms for male and female sex parts</li> <li>• can label the male and female sex parts with confidence</li> <li>• understand that the male and female sex parts are related to reproduction</li> </ul> |  | <p>Pupils learn about menstruation and wet dreams</p> <ul style="list-style-type: none"> <li>• can describe menstruation and wet dreams</li> <li>• can explain effective methods for managing menstruation and wet dreams</li> <li>• understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams</li> </ul> |  | <p>Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</p> <ul style="list-style-type: none"> <li>• can identify positive qualities and expectations from a variety of relationships</li> <li>• can explain the similarities and differences between friendships and intimate relationships</li> <li>• can describe that there are different types of intimate relationships, including marriage</li> <li>• understand that sex or making love may be one part of an intimate relationship between adults</li> </ul> |
|  | <p>Pupils learn about growing from young to old and that they are growing and changing</p> <ul style="list-style-type: none"> <li>• can identify key stages in the human life cycle</li> </ul>   |  | <p>Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</p>  |  | <p>Pupils learn about human reproduction in the context of the human lifecycle</p> <ul style="list-style-type: none"> <li>• understand that sexuality is expressed in a</li> </ul>  |

|  |  |  |  |  |
|--|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>• understand some ways they have changed since they were babies</li> <li>• understand that all living things including humans start life as babies</li> </ul>   |  | <ul style="list-style-type: none"> <li>• can explain how changes at puberty affect body hygiene</li> <li>• can describe how to care for their bodies during puberty</li> <li>• can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming</li> </ul>  | <p>variety of ways between consenting adults</p> <ul style="list-style-type: none"> <li>• know that sexual intercourse may be one part of a sexual relationship</li> <li>• can describe how babies are made and explain how sexual intercourse is related to conception</li> <li>• can name the male and female sex cells and reproductive organs</li> </ul>   |
|  | <p>Pupils learn that everybody needs to be cared for and ways in which they care for others</p> <ul style="list-style-type: none"> <li>• understand that we all have different needs and require different types of care</li> <li>• identify ways we show care towards each other</li> <li>• understand the links between needs, caring and changes throughout the life cycle</li> </ul> |  | <p>Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</p> <ul style="list-style-type: none"> <li>• can describe how feelings and behaviour change during puberty</li> <li>• can devise strategies for managing these changes</li> <li>• understand how changes during puberty can affect relationships with other people</li> </ul> | <p>Pupils learn how a baby is made and grows (conception and pregnancy)</p> <p>Pupils</p> <ul style="list-style-type: none"> <li>• know the male and female body parts associated with conception and pregnancy</li> <li>• can define conception and understand the importance of implantation in the womb including the process of IVF (In Vitro Fertilisation)</li> <li>• know what pregnancy is, where it occurs and how long it takes</li> </ul> |

|  |   |   |  |  |
|--|---|---|--|--|
|  | <p>Pupils learn about different types of family and how their home-life is special</p> <ul style="list-style-type: none"> <li>• can describe different types of family</li> <li>• identify what is special and different about their home life</li> <li>• understand families care for each other in a variety of ways</li> </ul> |   |  | <p>Pupils learn about roles and responsibilities of carers and parents</p> <ul style="list-style-type: none"> <li>• can identify some of skills and qualities needed to be parent and carer</li> <li>• understand the variety of ways in which parents and carers meet the needs to be a parent and carers meet the needs of babies and children</li> <li>• can recognise that both men and women can take on these roles and responsibilities</li> </ul>                    |
|  |   | <p>Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it</p> <ul style="list-style-type: none"> <li>• can identify sources of information, support and advice for children and young people</li> <li>• can use appropriate language to discuss puberty and growing up with confidence</li> <li>• can answer their own questions about puberty and growing up</li> </ul> |  | <p>Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</p> <ul style="list-style-type: none"> <li>• can answer their own questions about sex and relationships</li> <li>• can use appropriate language to discuss sex and relationships and growing up with confidence</li> <li>• can identify sources of information, support and advice for children and young people</li> </ul> |

## Additional lessons which we choose to teach at Whingate in Year 6 only

Pupils learn some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted

- know that HIV can affect anyone, not a specific group or type of person
- can identify how HIV can and cannot be passed on

Pupils learn about how the risk of HIV can be reduced

- know that the risk of HIV being passed on can be reduced if a condom is used
- can describe how a condom protects against HIV and other sexually transmitted infections

Pupils learn that contraception can be used to stop a baby from being conceived

Pupils:

- know that a condom stops sperm from meeting an egg and therefore stops fertilisation
- know that women can take a pill to stop an egg being released, preventing conception
- understand contraception is both partners' responsibility

Pupils learn about Female Genital Mutilation (FGM)

- How to decide if a problem is one they can solve themselves or one that they should share
- About the advantages and disadvantages of keeping something dangerous a secret including the possible consequences of keeping a secret
- How to recognise trusted adults and ask for help
- That sharing worries is a good thing
- To understand the need for rules and laws
- Know that in the UK there are laws to protect people, including pupils
- How to contribute to discussion and debate
- Know that pupils have rights
- Understand the underwear rule
- To know the names of the female genitals
- To know which parts of the body are private
- To understand the term FGM
- To know that FGM is illegal
- To describe different cultural beliefs
- To know about pupils' rights and the right to say no
- How to participate in positive relationships in a considerate and sensitive way, valuing respect and care for self and others
- To explore individual and moral issues and develop decision making skills based on critical thinking
- How to use their existing knowledge, skills, and positive attitudes to address a problem
- Places they can go to for help and support around FGM

| Vocabulary used in the context of RHSE |   |  |
|--|---|--|
|  | <b>Will be used</b><br>The words and phrases below will be used by adults and children in the teaching and learning process   | <b>May arise</b><br>We do not plan to teach this but language may arise e.g. to re-visit learning or to clarify children's understanding   |
| FS                                     |   | <ul style="list-style-type: none"> <li>• Penis</li> <li>• Vagina</li> <li>• Testicles</li> </ul> <p><b>These are the medical terms for sexual body parts and will be used to model/correct children when referring to their body parts from Nursery upwards by all staff</b></p> |
| Year 1                                 |   |  |
| Year 2                                 | <ul style="list-style-type: none"> <li>• Vagina</li> <li>• Clitoris</li> <li>• Penis</li> <li>• Testicles</li> <li>• Reproduction</li> <li>• Sex parts</li> </ul>   |  |
| Year 3                                 |   |  |
| Year 4                                 | <ul style="list-style-type: none"> <li>• Puberty</li> <li>• Period</li> <li>• Menstruation</li> <li>• Wet dream</li> <li>• Sex cells</li> <li>• Sperm</li> <li>• Ovum</li> </ul>  |  |
| Year 5                                 |   |  |
| Year 6                                 | <ul style="list-style-type: none"> <li>• Consent</li> <li>• Intimate</li> <li>• Sex</li> <li>• Sexual intercourse</li> <li>• Reproductive organs</li> <li>• Conception</li> <li>• Womb</li> <li>• HIV</li> <li>• Contraception</li> <li>• Condom</li> <li>• Sexually transmitted infection (STI)</li> <li>• The pill</li> <li>• <b>During FGM lessons</b></li> <li>• Pubic hair</li> <li>• Urethra</li> <li>• Clitoris</li> <li>• Vulva</li> <li>• Inner and outer labia</li> <li>• Vagina</li> <li>• Anus</li> </ul> |  |

RHSE is taught by classroom teachers, teaching assistants and, if appropriate, outside visitors. It is the responsibility of the PSHE lead and individual staff to ensure that they feel confident in teaching the subject matter.

RHSE is delivered in mixed gender groups, however there may be occasions where single gender groups are more appropriate and relevant.

A range of teaching methods which involve children's full participation are used to teach RHSE including fiction texts, reference books, leaflets, extracts from videos, discussion, looking at case studies, drama and role play.

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible, and in line with school guidelines, but if faced with a question that does not fall within the above, it would be made clear to the pupil why this question is not being answered.

## 6. Key Responsibilities for RHSE

Claire Beswick and Karen Loney (Co-Headteachers), are responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory elements of the curriculum.

Sophie Hood is the designated teacher with responsibility for the development and implementation of RHSE.

Governors will ensure that the RHSE policy has been ratified and will be part of the consultation process for changes to the curriculum.

| <b>Specific Responsibilities</b>   | <b>Responsible Individual/Team</b>             |
|--|--|
| Monitoring and evaluating the teaching and impact of RHSE  | Co-Headteachers<br>RHSE Lead<br>Governing Body |
| Co-ordinating the RSE provision, ensuring a spiral curriculum  | RHSE Lead                                      |
| Identifying, accessing and co-ordinating training and support for staff                                  | All Staff<br>RHSE Lead<br>Co-Headteachers      |
| Establishing and maintaining links with external agencies/other health professionals                     | RHSE Lead                                      |
| Policy development and review, including consultation and dissemination                                  | RHSE Lead                                      |
| Implementation of the policy; monitoring and assessing its effectiveness in practice                     | RHSE Lead                                      |
| Managing child protection/safeguarding issues  | RHSE Lead<br>Safeguarding Team                 |
| Establishing and maintaining links with parents/carers   | RHSE Lead                                      |
| Liaising with link schools to ensure a smooth transition/approach  | RHSE Lead<br>Year 6 Staff                      |
| Sharing information with staff re. how to deal with issues that should arise during the teaching of RHSE | DSL<br>RHSE Lead                               |
| Liaising with the media  | Co-Headteachers                                |

## 7. Parental Involvement

The school includes information regarding RHSE in the school prospectus and on the website.

Parents are welcome to speak should they wish to view any of the resources or gain support with teaching the content at home.

A letter will be sent to the whole year group in the term in which sex education will take place (Year 6).

Parents have the right to withdraw their children from sex education but not from relationships or health education, including those covered within the Science statutory content. Sex education conversations can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. If parents do choose to exercise this right then school staff will have a further discussion with them to enable them to make an informed decision.

## 8. Child Protection / Confidentiality

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, *Keeping Children Safe in Education*, and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in *Guidance for Safer Working Practice (2022)*.
- The role of the designated safeguarding lead (DSL).
- Reading and understanding the behaviour policy, and the safeguarding response to children who go missing from education during the school day or otherwise.
- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing can be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such of abuse, neglect and adverse childhood experiences can impact on children's mental health, behaviour & education.
- The process for making referrals to local authority children's social work service (CSWS) and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- In school procedures for recording any cause for concerns and passing information on to DSLs in accordance with school's recording systems.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE), FGM, radicalisation and serious and violent crime.

During RHSE lessons, children will be made aware of suitable avenues for support should they have concern either during or following a lesson.

*Whingate Primary School Child Protection and Safeguarding Policy (2022)*

## **9. Links with other Policies**

This policy is linked with the following policies:

- PSHE
- Equal Opportunities
- Safeguarding/Child Protection
- Confidentiality
- Behaviour
- Anti-Bullying
- Science
- Online Safety
- Equality
- Teaching and Learning

These policies can be found in the school office policies file

## **10. Use of visitors**

Visitors may be involved in the delivery of the RHSE curriculum but will complement rather than substitute or replace planned provision.

The PSHE Leader will be responsible for liaising with any professionals in advance of their visit; ensuring that their input fits within the school's spiral curriculum

The standard visitor procedure will be followed on arrival.

Where a visitor is used to supplement the curriculum, they will always be supported by a member of staff from the year group.

The PSHE Leader will gain feedback from staff in order to evaluate the effectiveness of their contribution.

## **11. Inclusion, Equality and Diversity**

Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content of RHSE.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RHSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

*SRE Policy Guidance (Sex Education Forum 2014)*

## **12. Monitoring and Evaluation**

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation/walks, questionnaires to teachers, parents and children e.g. My Health, My School and Wellbeing Surveys. The results of these will shape our curriculum to meet the needs of our children and their families.

The effectiveness of the RHSE programme will be evaluated by assessing children's learning and implementing change if required.

# Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

## Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

## Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- 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

You can find further detail by searching **'relationships and health education'** on GOV.UK.

## Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



## Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department  
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

**Appendix 2**  
**Parental consultation questions**

|    |  |
|----|--|
| 1. | Name of child/children   |
| 2. | Which year groups are your children in?  |
| 3. | Do you understand which topics must be taught to children in primary schools and which are optional?   |
|    | If no, please let us know what you are unsure about.   |
| 4. | Thinking about relationships, health and sex education, what do you believe is the most important subject area that should be taught in each area of school i.e. EYFS, KS1 and KS2.  |
| 5. | Are there any aspects of relationships, health and sex education that you do not believe should be taught in primary school? If so, which aspects?   |
| 6. | A change to our curriculum will be to use the correct medical terms-vagina, penis and testicles from Nursery. Although these will not be taught directly, they will be used to clarify comments that children make such as to assist with further questioning for a potential safeguarding issue. Do you feel able to support us by using this vocabulary at home? |
| 7. | I feel happy about talking to my child about relationships, health and sex education.  |
| 8. | Do you need further support to answer questions from your child about relationships, health and sex education? If yes, what further support would you like?  |

-The above questions were distributed via a Microsoft Forms questionnaire which was available from Thursday 6<sup>th</sup> May to Tuesday 11<sup>th</sup> May 2021.

-On 6<sup>th</sup> May a message was sent on the School Jotter app directing parents to the links section of the app.

-The link directed parents to read Appendix 1 of this policy and the proposed curriculum content which can be found at <https://www.whingate.com/downloadfile/16876997?open=true>

-There were 15 parental responses to the questionnaire.

- 14/15 parents understood the statutory changes to the curriculum
- Although 2 parents believed that there were aspects of the RHSE curriculum that should not be taught in primary school, no examples were given as to which topics they believed were unsuitable
- Suggestions for topics that parents believe should be covered included:
  - Consent
  - Gender equality
  - Respect for others
  - Healthy relationships
  - Bodily changes
  - Privacy
- 13/16 parents felt able to support school in use of the correct medical terms of vagina, penis and testicles
- 3 parents thought they might be able to support with this
- 15/16 parents felt happy to talk to their children in an age appropriate manner about RHSE and did not need any further support
- 1 parent asked for further support and will be contacted by staff to offer guidance.

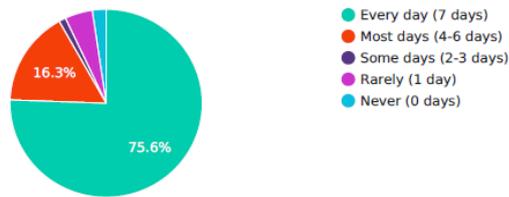
**Appendix 3**  
**Summary of pupil consultation**

-Pupil consultation was completed using the My Health, My School Survey which was undertaken by 45 year five and 41 year six pupils during April 2021.

-Statistics from relevant questions will be used as pre-teach data from the amendments to the new curriculum which will be reviewed for impact at the end of the 2022 academic year.

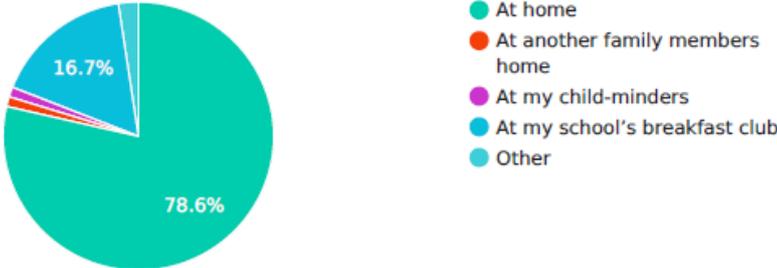
Questions from the survey (completed in April 2021) relevant to the RHSE policy:

**In a normal week, how often do you have breakfast (this means not just a snack or a drink)?**



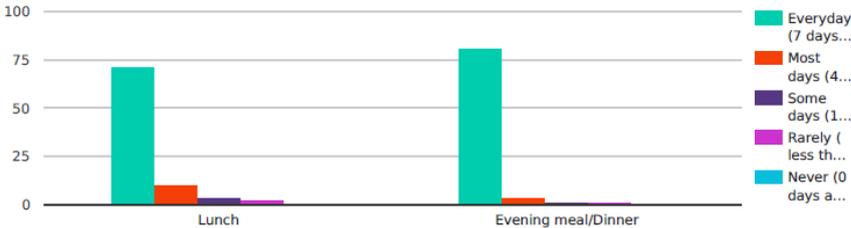
| In a normal week, how often do you have breakfast (this means not just a snack or a drink)? | Tick   |       |
|---|--------|-------|
|   | Number | %     |
| Every day (7 days)  | 65     | 75.58 |
| Most days (4-6 days)  | 14     | 16.28 |
| Some days (2-3 days)  | 1      | 1.16  |
| Rarely (1 day)  | 4      | 4.65  |
| Never (0 days)  | 2      | 2.33  |
| Total   | 86     | 100%  |

# On a normal school/college day, where do you eat breakfast?



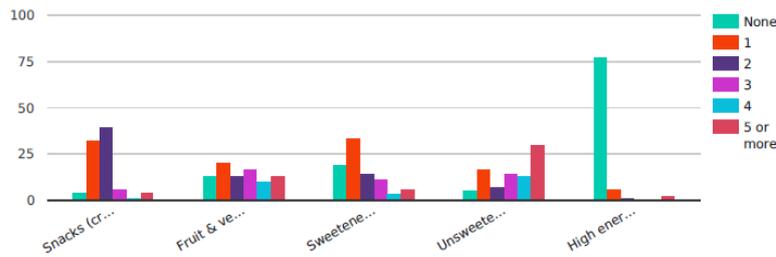
| On a normal school/college day, where do you eat breakfast? | Tick Number | %           |
|---|-------------|-------------|
| At home   | 66          | 78.57       |
| At another family members home                              | 1           | 1.19        |
| At my friends home  | 0           | 0.0         |
| At my child-minders   | 1           | 1.19        |
| At my school's breakfast club                               | 14          | 16.67       |
| At school/college but not at breakfast club                 | 0           | 0.0         |
| On the way to school/college                                | 0           | 0.0         |
| Other   | 2           | 2.38        |
| <b>Total</b>  | <b>84</b>   | <b>100%</b> |

## In a normal week, how often do you have the following (this means not just a snack or a drink)?



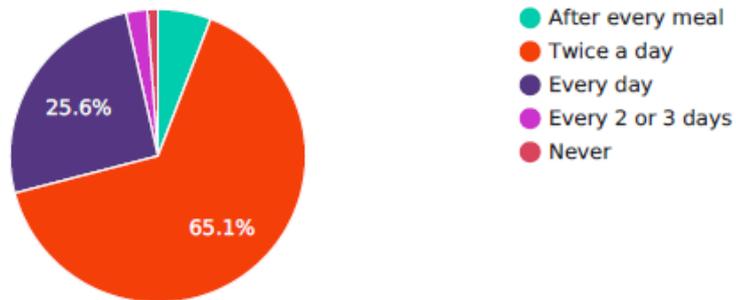
| In a normal week, how often do you have the following (this means not just a snack or a drink)? | Everyday (7 days a week) |       | Most days (4 to 6 days a week) |       | Some days (1 to 3 days a week) |      | Rarely (less than once a week) |      | Never (0 days a week) |     | Total     |      |
|---|--------------------------|-------|--------------------------------|-------|--------------------------------|------|--------------------------------|------|-----------------------|-----|-----------|------|
|   | Number                   | %     | Number                         | %     | Number                         | %    | Number                         | %    | Number                | %   | Number    | %    |
| Lunch   | 71                       | 82.56 | 10                             | 11.63 | 3                              | 3.49 | 2                              | 2.33 | 0                     | 0.0 | <b>86</b> | 100% |
| Evening meal/Dinner   | 81                       | 94.19 | 3                              | 3.49  | 1                              | 1.16 | 1                              | 1.16 | 0                     | 0.0 | <b>86</b> | 100% |

## On a normal day, how many portions of the following do you have?



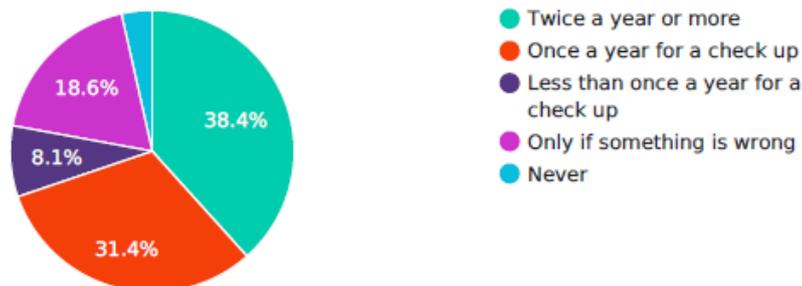
| On a normal day, how many portions of the following do you have?       | None   |       | 1      |       | 2      |       | 3      |       | 4      |       | 5 or more |       | Total  |      |
|--|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|-----------|-------|--------|------|
|  | Number | %     | Number    | %     | Number | %    |
| Snacks (crisps, chocolate bar, packet of sweets, biscuits)             | 4      | 4.65  | 32     | 37.21 | 39     | 45.35 | 6      | 6.98  | 1      | 1.16  | 4         | 4.65  | 86     | 100% |
| Fruit & vegetables (can include up to one medium glass of fruit juice) | 13     | 15.12 | 20     | 23.26 | 13     | 15.12 | 17     | 19.77 | 10     | 11.63 | 13        | 15.12 | 86     | 100% |
| Sweetened drinks (e.g. Pepsi, fruit juice)                             | 19     | 22.09 | 33     | 38.37 | 14     | 16.28 | 11     | 12.79 | 3      | 3.49  | 6         | 6.98  | 86     | 100% |
| Unsweetened drinks (e.g. milk, water)                                  | 5      | 5.81  | 17     | 19.77 | 7      | 8.14  | 14     | 16.28 | 13     | 15.12 | 30        | 34.88 | 86     | 100% |
| High energy drinks (e.g. Red Bull, Monster)                            | 77     | 89.53 | 6      | 6.98  | 1      | 1.16  | 0      | 0.0   | 0      | 0.0   | 2         | 2.33  | 86     | 100% |

## How often do you brush your teeth?



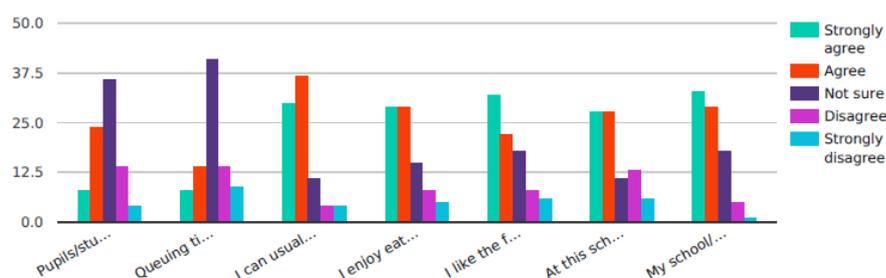
| How often do you brush your teeth? | Tick | Number | %     |
|------------------------------------|------|--------|-------|
| After every meal                   |      | 5      | 5.81  |
| Twice a day                        |      | 56     | 65.12 |
| Every day                          |      | 22     | 25.58 |
| Every 2 or 3 days                  |      | 2      | 2.33  |
| Once a week                        |      | 0      | 0.0   |
| Never                              |      | 1      | 1.16  |
| Total                              |      | 86     | 100%  |

## How often do you visit the dentist?



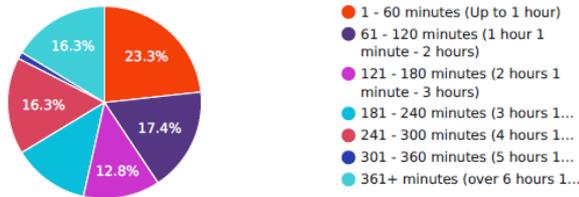
| How often do you visit the dentist?  | Tick Number | %           |
|--------------------------------------|-------------|-------------|
| Twice a year or more                 | 33          | 38.37       |
| Once a year for a check up           | 27          | 31.4        |
| Less than once a year for a check up | 7           | 8.14        |
| Only if something is wrong           | 16          | 18.6        |
| Never                                | 3           | 3.49        |
| <b>Total</b>                         | <b>86</b>   | <b>100%</b> |

## How much do you agree or disagree with the following statements?



| How much do you agree or disagree with the following statements?      | Strongly agree |       | Agree  |       | Not sure |       | Disagree |       | Strongly disagree |       | Total     |      |
|---|----------------|-------|--------|-------|----------|-------|----------|-------|-------------------|-------|-----------|------|
|   | Number         | %     | Number | %     | Number   | %     | Number   | %     | Number            | %     | Number    | %    |
| Pupils/students behave well in the dining area                        | 8              | 9.3   | 24     | 27.91 | 36       | 41.86 | 14       | 16.28 | 4                 | 4.65  | <b>86</b> | 100% |
| Queuing time is short in the dining area                              | 8              | 9.3   | 14     | 16.28 | 41       | 47.67 | 14       | 16.28 | 9                 | 10.47 | <b>86</b> | 100% |
| I can usually find a place to sit and eat my lunch in the dining area | 30             | 34.88 | 37     | 43.02 | 11       | 12.79 | 4        | 4.65  | 4                 | 4.65  | <b>86</b> | 100% |
| I enjoy eating in my school/college dining area                       | 29             | 33.72 | 29     | 33.72 | 15       | 17.44 | 8        | 9.3   | 5                 | 5.81  | <b>86</b> | 100% |
| I like the food provided by my school/college and it tastes nice      | 32             | 37.21 | 22     | 25.58 | 18       | 20.93 | 8        | 9.3   | 6                 | 6.98  | <b>86</b> | 100% |
| At this school/college, I have enough time to eat my lunch            | 28             | 32.56 | 28     | 32.56 | 11       | 12.79 | 13       | 15.12 | 6                 | 6.98  | <b>86</b> | 100% |
| My school/college encourages me to drink water regularly              | 33             | 38.37 | 29     | 33.72 | 18       | 20.93 | 5        | 5.81  | 1                 | 1.16  | <b>86</b> | 100% |

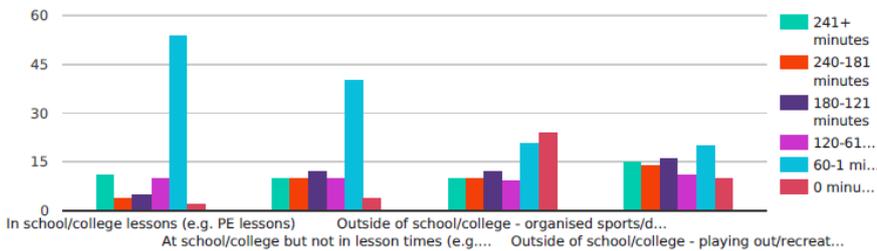
## How many minutes a day, do you usually spend sitting down watching TV/playing computer games/using the internet/using a mobile phone?



### How many minutes a day, do you usually spend sitting down watching TV/playing computer games/using the internet/using a mobile phone?

|  | Tick   |       |
|--|--------|-------|
|  | Number | %     |
| 0 minutes (None)                               | 0      | 0.0   |
| 1 - 60 minutes (Up to 1 hour)                  | 20     | 23.26 |
| 61 - 120 minutes (1 hour 1 minute - 2 hours)   | 15     | 17.44 |
| 121 - 180 minutes (2 hours 1 minute - 3 hours) | 11     | 12.79 |
| 181 - 240 minutes (3 hours 1 minute - 4 hours) | 11     | 12.79 |
| 241 - 300 minutes (4 hours 1 minute - 5 hours) | 14     | 16.28 |
| 301 - 360 minutes (5 hours 1 minute - 6 hours) | 1      | 1.16  |
| 361+ minutes (over 6 hours 1 minute)           | 14     | 16.28 |
| Total  | 86     | 100%  |

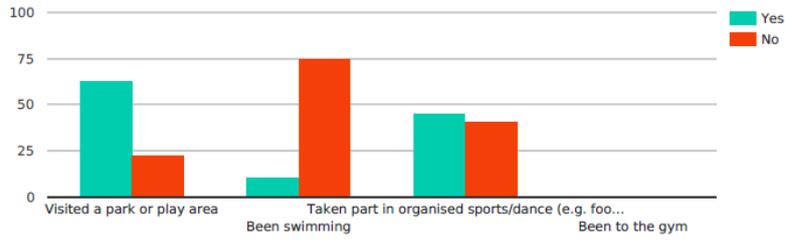
## How many minutes a week are you physically active for?



### How many minutes a week are you physically active for?

| How many minutes a week are you physically active for?  | 241+ minutes |       | 240-181 minutes |       | 180-121 minutes |       | 120-61 minutes |       | 60-1 minutes |       | 0 minutes (None) |       | Total  |      |
|---|--------------|-------|-----------------|-------|-----------------|-------|----------------|-------|--------------|-------|------------------|-------|--------|------|
|   | Number       | %     | Number          | %     | Number          | %     | Number         | %     | Number       | %     | Number           | %     | Number | %    |
| In school/college lessons (e.g. PE lessons)   | 11           | 12.79 | 4               | 4.65  | 5               | 5.81  | 10             | 11.63 | 54           | 62.79 | 2                | 2.33  | 86     | 100% |
| At school/college but not in lesson times (e.g. break/lunch times/after school)   | 10           | 11.63 | 10              | 11.63 | 12              | 13.95 | 10             | 11.63 | 40           | 46.51 | 4                | 4.65  | 86     | 100% |
| Outside of school/college - organised sports/dance (e.g. football, rugby, cricket, dance, Zumba, gymnastics, cycling, martial arts) | 10           | 11.63 | 10              | 11.63 | 12              | 13.95 | 9              | 10.47 | 21           | 24.42 | 24               | 27.91 | 86     | 100% |
| Outside of school/college - playing out/recreational  | 15           | 17.44 | 14              | 16.28 | 16              | 18.6  | 11             | 12.79 | 20           | 23.26 | 10               | 11.63 | 86     | 100% |

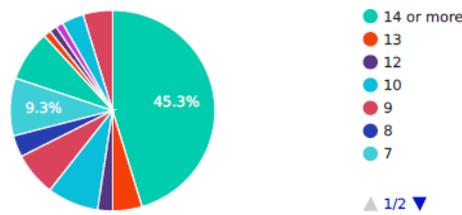
**In the last four weeks, not through school/college, which of the following activities have you done?**



**In the last four weeks, not through school/college, which of the following activities have you done?**

|   | Yes    |       | No     |       | Total     |      |
|---|--------|-------|--------|-------|-----------|------|
|   | Number | %     | Number | %     | Number    | %    |
| Visited a park or play area   | 63     | 73.26 | 23     | 26.74 | <b>86</b> | 100% |
| Been swimming   | 11     | 12.79 | 75     | 87.21 | <b>86</b> | 100% |
| Taken part in organised sports/dance (e.g. football, rugby, cricket, dance, Zumba, gymnastics, cycling, martial arts) | 45     | 52.33 | 41     | 47.67 | <b>86</b> | 100% |
| Been to the gym   | 0      | 0     | 0      | 0     | <b>0</b>  | 100% |

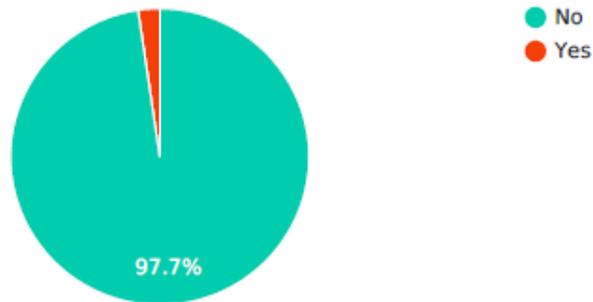
**In a normal week how many times are you physically active for 30 minutes or more?**



**In a normal week how many times are you physically active for 30 minutes or more?**

|            | Tick Number | %     |
|------------|-------------|-------|
| 14 or more | 39          | 45.35 |
| 13         | 4           | 4.65  |
| 12         | 2           | 2.33  |
| 11         | 0           | 0.0   |
| 10         | 7           | 8.14  |
| 9          | 6           | 6.98  |
| 8          | 3           | 3.49  |
| 7          | 8           | 9.3   |
| 6          | 0           | 0.0   |
| 5          | 7           | 8.14  |
| 4          | 1           | 1.16  |
| 3          | 1           | 1.16  |
| 2          | 1           | 1.16  |
| 1          | 3           | 3.49  |
| 0 (Never)  | 4           | 4.65  |
| Total      | 86          | 100%  |

## Have you ever smoked a cigarette?



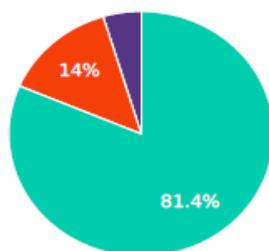
| Have you ever smoked a cigarette? | Tick Number | %     |
|-----------------------------------|-------------|-------|
| No                                | 84          | 97.67 |
| Yes                               | 2           | 2.33  |
| Total                             | 86          | 100%  |

## Have you ever used an electronic cigarette (e-cigarette)?



|   |    |       |
|---|----|-------|
| No, I have never used an electronic cigarette | 52 | 100.0 |
| Yes, I have tried an electronic cigarette     | 0  | 0.0   |
| Yes, I use electronic cigarettes weekly       | 0  | 0.0   |
| Yes, I use electronic cigarettes daily        | 0  | 0.0   |
| Total   | 52 | 100%  |

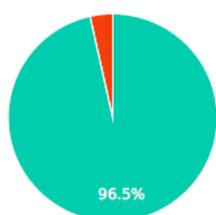
## Which of these describes you?



- I have never had a drink of alcohol
- I drink only at certain times with my family
- I have tried alcohol once or twice without my family knowing

| Which of these describes you?                                | Tick   |       |
|--|--------|-------|
|  | Number | %     |
| I have never had a drink of alcohol                          | 70     | 81.4  |
| I drink only at certain times with my family                 | 12     | 13.95 |
| I have tried alcohol once or twice without my family knowing | 4      | 4.65  |
| I sometimes drink, but less than once a month                | 0      | 0.0   |
| I sometimes drink, but less than once a week                 | 0      | 0.0   |
| I drink alcohol once a week                                  | 0      | 0.0   |
| I drink alcohol 2 to 3 times a week                          | 0      | 0.0   |
| I drink alcohol every day                                    | 0      | 0.0   |
| Total  | 86     | 100%  |

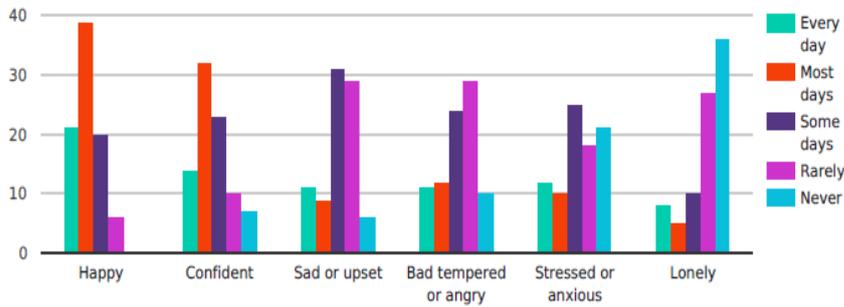
## Have you ever been OFFERED illegal drugs or glues, gases and solvents as drugs?



- No
- Yes

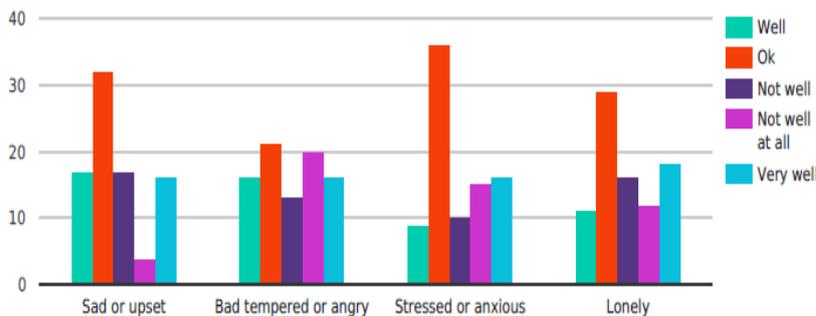
| Have you ever been OFFERED illegal drugs or glues, gases and solvents as drugs? | Tick   |       |
|---|--------|-------|
|   | Number | %     |
| No  | 83     | 96.51 |
| Yes   | 3      | 3.49  |
| Total   | 86     | 100%  |

# How often do you feel the following?



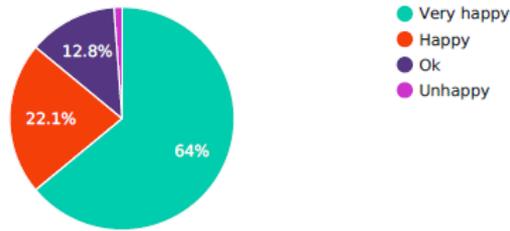
| How often do you feel the following? | Every day |       | Most days |       | Some days |       | Rarely |       | Never  |       | Total     |      |
|--------------------------------------|-----------|-------|-----------|-------|-----------|-------|--------|-------|--------|-------|-----------|------|
|                                      | Number    | %     | Number    | %     | Number    | %     | Number | %     | Number | %     | Number    | %    |
| Happy                                | 21        | 24.42 | 39        | 45.35 | 20        | 23.26 | 6      | 6.98  | 0      | 0.0   | <b>86</b> | 100% |
| Confident                            | 14        | 16.28 | 32        | 37.21 | 23        | 26.74 | 10     | 11.63 | 7      | 8.14  | <b>86</b> | 100% |
| Sad or upset                         | 11        | 12.79 | 9         | 10.47 | 31        | 36.05 | 29     | 33.72 | 6      | 6.98  | <b>86</b> | 100% |
| Bad tempered or angry                | 11        | 12.79 | 12        | 13.95 | 24        | 27.91 | 29     | 33.72 | 10     | 11.63 | <b>86</b> | 100% |
| Stressed or anxious                  | 12        | 13.95 | 10        | 11.63 | 25        | 29.07 | 18     | 20.93 | 21     | 24.42 | <b>86</b> | 100% |
| Lonely                               | 8         | 9.3   | 5         | 5.81  | 10        | 11.63 | 27     | 31.4  | 36     | 41.86 | <b>86</b> | 100% |

# How well do you think you cope with feeling the following?



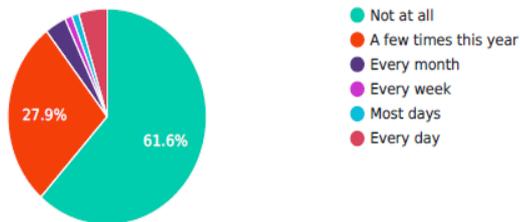
| How well do you think you cope with feeling the following? | Well   |       | Ok     |       | Not well |       | Not well at all |       | Very well |       | Total     |      |
|--|--------|-------|--------|-------|----------|-------|-----------------|-------|-----------|-------|-----------|------|
|  | Number | %     | Number | %     | Number   | %     | Number          | %     | Number    | %     | Number    | %    |
| Sad or upset   | 17     | 19.77 | 32     | 37.21 | 17       | 19.77 | 4               | 4.65  | 16        | 18.6  | <b>86</b> | 100% |
| Bad tempered or angry                                      | 16     | 18.6  | 21     | 24.42 | 13       | 15.12 | 20              | 23.26 | 16        | 18.6  | <b>86</b> | 100% |
| Stressed or anxious  | 9      | 10.47 | 36     | 41.86 | 10       | 11.63 | 15              | 17.44 | 16        | 18.6  | <b>86</b> | 100% |
| Lonely   | 11     | 12.79 | 29     | 33.72 | 16       | 18.6  | 12              | 13.95 | 18        | 20.93 | <b>86</b> | 100% |

## How happy do you feel about the number of good friends you have?



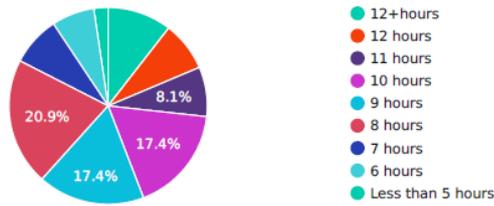
| How happy do you feel about the number of good friends you have? | Tick   |       |
|--|--------|-------|
|  | Number | %     |
| Very happy   | 55     | 63.95 |
| Happy  | 19     | 22.09 |
| Ok   | 11     | 12.79 |
| Unhappy  | 1      | 1.16  |
| Very unhappy   | 0      | 0.0   |
| Total  | 86     | 100%  |

## In the last 12 months, how often (if at all) have you been bullied in or around school/college?



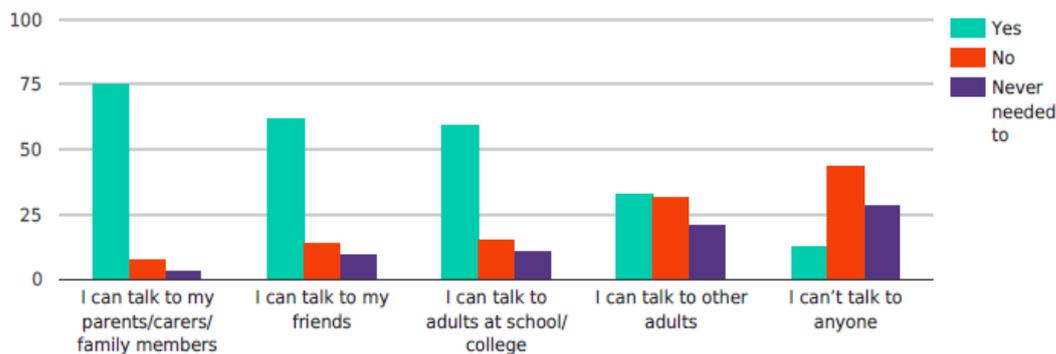
| In the last 12 months, how often (if at all) have you been bullied in or around school/college? | Tick   |       |
|---|--------|-------|
|   | Number | %     |
| Not at all  | 53     | 61.63 |
| A few times this year   | 24     | 27.91 |
| Every month   | 3      | 3.49  |
| Every week  | 1      | 1.16  |
| Most days   | 1      | 1.16  |
| Every day   | 4      | 4.65  |
| Total   | 86     | 100%  |

## On a normal school/college night (Sunday to Thursday) how many hours of sleep do you have?



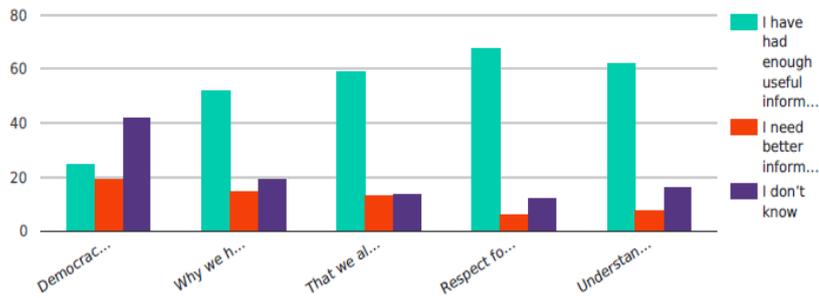
| On a normal school/college night (Sunday to Thursday) how many hours of sleep do you have? | Tick Number | %     |
|--|-------------|-------|
| 12+hours   | 9           | 10.47 |
| 12 hours   | 7           | 8.14  |
| 11 hours   | 7           | 8.14  |
| 10 hours   | 15          | 17.44 |
| 9 hours  | 15          | 17.44 |
| 8 hours  | 18          | 20.93 |
| 7 hours  | 7           | 8.14  |
| 6 hours  | 6           | 6.98  |
| 5 hours  | 0           | 0.0   |
| Less than 5 hours  | 2           | 2.33  |
| Total  | 86          | 100%  |

## If I'm worried about something...



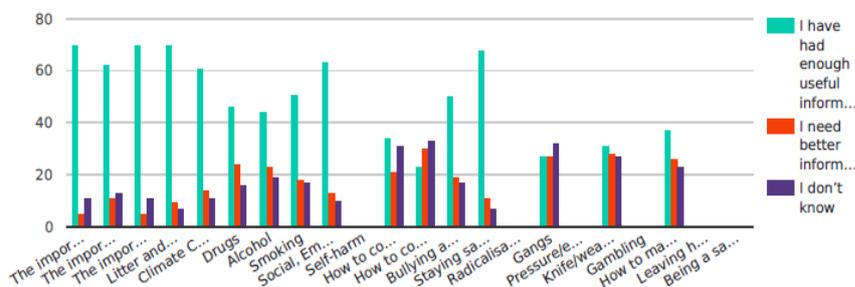
| If I'm worried about something...              | Yes    |       | No     |       | Never needed to |       | Total  |      |
|--|--------|-------|--------|-------|-----------------|-------|--------|------|
|  | Number | %     | Number | %     | Number          | %     | Number | %    |
| I can talk to my parents/carers/family members | 75     | 87.21 | 8      | 9.3   | 3               | 3.49  | 86     | 100% |
| I can talk to my friends                       | 62     | 72.09 | 14     | 16.28 | 10              | 11.63 | 86     | 100% |
| I can talk to adults at school/college         | 60     | 69.77 | 15     | 17.44 | 11              | 12.79 | 86     | 100% |
| I can talk to other adults                     | 33     | 38.37 | 32     | 37.21 | 21              | 24.42 | 86     | 100% |
| I can't talk to anyone                         | 13     | 15.12 | 44     | 51.16 | 29              | 33.72 | 86     | 100% |

## How much useful information and learning have you had to help you understand the following aspects of British values? (e.g. through lessons at school/college)



| How much useful information and learning have you had to help you understand the following aspects of British values? (e.g. through lessons at school/college) | I have had enough useful information |       | I need better information |       | I don't know |       | Total  |      |
|--|--------------------------------------|-------|---------------------------|-------|--------------|-------|--------|------|
|  | Number                               | %     | Number                    | %     | Number       | %     | Number | %    |
| Democracy and how it works   | 25                                   | 29.07 | 19                        | 22.09 | 42           | 48.84 | 86     | 100% |
| Why we have rules and laws   | 52                                   | 60.47 | 15                        | 17.44 | 19           | 22.09 | 86     | 100% |
| That we all have rights  | 59                                   | 68.6  | 13                        | 15.12 | 14           | 16.28 | 86     | 100% |
| Respect for others   | 68                                   | 79.07 | 6                         | 6.98  | 12           | 13.95 | 86     | 100% |
| Understand that other people have different faiths and beliefs.  | 62                                   | 72.09 | 8                         | 9.3   | 16           | 18.6  | 86     | 100% |

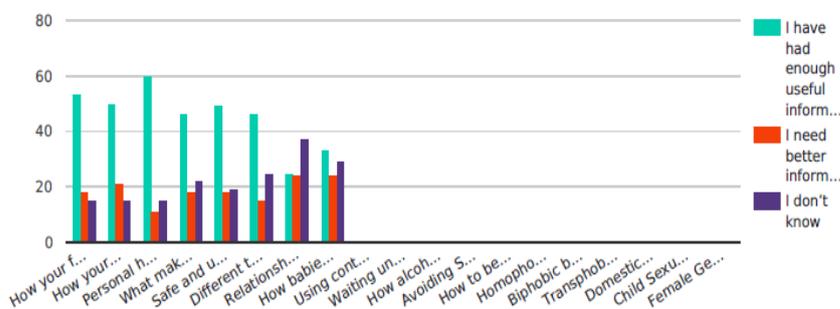
## How much useful information and learning have you had to help you understand the following things? (e.g. through lessons at school/college)



| How much useful information and learning have you had to help you understand the following things? (e.g. through lessons at school/college) | I have had enough useful information |       | I need better information |       | I don't know |       | Total  |      |
|---|--------------------------------------|-------|---------------------------|-------|--------------|-------|--------|------|
|   | Number                               | %     | Number                    | %     | Number       | %     | Number | %    |
| The importance of eating healthily  | 70                                   | 81.4  | 5                         | 5.81  | 11           | 12.79 | 86     | 100% |
| The importance of cooking healthy meals   | 62                                   | 72.09 | 11                        | 12.79 | 13           | 15.12 | 86     | 100% |
| The importance of being physically active   | 70                                   | 81.4  | 5                         | 5.81  | 11           | 12.79 | 86     | 100% |
| Litter and recycling  | 70                                   | 81.4  | 9                         | 10.47 | 7            | 8.14  | 86     | 100% |
| Climate Change  | 61                                   | 70.93 | 14                        | 16.28 | 11           | 12.79 | 86     | 100% |
| Drugs   | 46                                   | 53.49 | 24                        | 27.91 | 16           | 18.6  | 86     | 100% |
| Alcohol   | 44                                   | 51.16 | 23                        | 26.74 | 19           | 22.09 | 86     | 100% |
| Smoking   | 51                                   | 59.3  | 18                        | 20.93 | 17           | 19.77 | 86     | 100% |
| Social, Emotional & Mental Health   | 63                                   | 73.26 | 13                        | 15.12 | 10           | 11.63 | 86     | 100% |
| Self-harm   | 0                                    | 0     | 0                         | 0     | 0            | 0     | 0      | 100% |
| How to cope with a separation   | 34                                   | 39.53 | 21                        | 24.42 | 31           | 36.05 | 86     | 100% |
| How to cope with a death  | 23                                   | 26.74 | 30                        | 34.88 | 33           | 38.37 | 86     | 100% |

|  |    |       |    |       |    |       |           |      |
|--|----|-------|----|-------|----|-------|-----------|------|
| Bullying and ways to stop it happening in school | 50 | 58.14 | 19 | 22.09 | 17 | 19.77 | <b>86</b> | 100% |
| Staying safe on the internet                     | 68 | 79.07 | 11 | 12.79 | 7  | 8.14  | <b>86</b> | 100% |
| Radicalisation/extremism                         | 0  | 0     | 0  | 0     | 0  | 0     | <b>0</b>  | 100% |
| Gangs  | 27 | 31.4  | 27 | 31.4  | 32 | 37.21 | <b>86</b> | 100% |
| Pressure/encouragement to commit a crime         | 0  | 0     | 0  | 0     | 0  | 0     | <b>0</b>  | 100% |
| Knife/weapon awareness                           | 31 | 36.05 | 28 | 32.56 | 27 | 31.4  | <b>86</b> | 100% |
| Gambling   | 0  | 0     | 0  | 0     | 0  | 0     | <b>0</b>  | 100% |
| How to manage money                              | 37 | 43.02 | 26 | 30.23 | 23 | 26.74 | <b>86</b> | 100% |
| Leaving home/Living independently                | 0  | 0     | 0  | 0     | 0  | 0     | <b>0</b>  | 100% |
| Being a safe driver/passenger                    | 0  | 0     | 0  | 0     | 0  | 0     | <b>0</b>  | 100% |

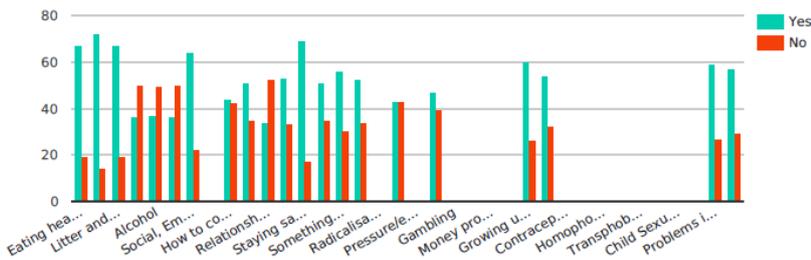
### How much useful information and learning have you had to help you understand the following things? (e.g. through lessons at school/college)



#### How much useful information and learning have you had to help you understand the following things? (e.g. through lessons at school/college)

|  | I have had enough useful information |       | I need better information |       | I don't know |       | Total     |      |
|--|--------------------------------------|-------|---------------------------|-------|--------------|-------|-----------|------|
|  | Number                               | %     | Number                    | %     | Number       | %     | Number    | %    |
| How your feelings will change as you grow up   | 53                                   | 61.63 | 18                        | 20.93 | 15           | 17.44 | <b>86</b> | 100% |
| How your body will change as you grow up   | 50                                   | 58.14 | 21                        | 24.42 | 15           | 17.44 | <b>86</b> | 100% |
| Personal hygiene/ Keeping clean  | 60                                   | 69.77 | 11                        | 12.79 | 15           | 17.44 | <b>86</b> | 100% |
| What makes a good relationship   | 46                                   | 53.49 | 18                        | 20.93 | 22           | 25.58 | <b>86</b> | 100% |
| Safe and unsafe relationships  | 49                                   | 56.98 | 18                        | 20.93 | 19           | 22.09 | <b>86</b> | 100% |
| Different types of families (single parents, living with grandparents, having step-parents, having two mums or two dads) | 46                                   | 53.49 | 15                        | 17.44 | 25           | 29.07 | <b>86</b> | 100% |
| Relationships and Sex  | 25                                   | 29.07 | 24                        | 27.91 | 37           | 43.02 | <b>86</b> | 100% |
| How babies are made (conception) and born  | 33                                   | 38.37 | 24                        | 27.91 | 29           | 33.72 | <b>86</b> | 100% |

**To make sure you are safe and healthy, would you know where to go to get help or advice for each of these things?**



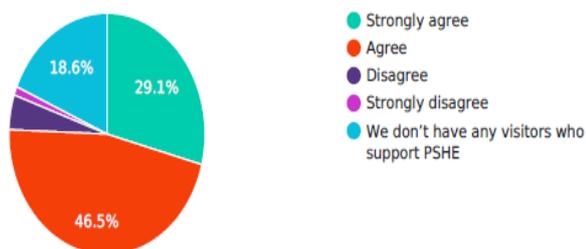
|  | Yes    |       | No     |       | Total  |      |
|--|--------|-------|--------|-------|--------|------|
|  | Number | %     | Number | %     | Number | %    |
| Eating healthily   | 67     | 77.91 | 19     | 22.09 | 86     | 100% |
| Being more active  | 72     | 83.72 | 14     | 16.28 | 86     | 100% |
| Litter and recycling   | 67     | 77.91 | 19     | 22.09 | 86     | 100% |
| Drugs  | 36     | 41.86 | 50     | 58.14 | 86     | 100% |
| Alcohol  | 37     | 43.02 | 49     | 56.98 | 86     | 100% |
| Smoking  | 36     | 41.86 | 50     | 58.14 | 86     | 100% |
| Social, Emotional and Mental Health  | 64     | 74.42 | 22     | 25.58 | 86     | 100% |
| Self-harm  | 0      | 0     | 0      | 0     | 0      | 100% |
| How to cope with a separation  | 44     | 51.16 | 42     | 48.84 | 86     | 100% |
| How to cope with a death   | 51     | 59.3  | 35     | 40.7  | 86     | 100% |
| Relationships and sex  | 34     | 39.53 | 52     | 60.47 | 86     | 100% |
| Bullying   | 53     | 61.63 | 33     | 38.37 | 86     | 100% |
| Staying safe on the internet   | 69     | 80.23 | 17     | 19.77 | 86     | 100% |
| Someone asking you for your personal details (such as your address) on the internet                | 51     | 59.3  | 35     | 40.7  | 86     | 100% |
| Something you saw on the internet, which upsets you  | 56     | 65.12 | 30     | 34.88 | 86     | 100% |
| Someone sending you upsetting messages, pictures or videos on the internet or on your mobile phone | 52     | 60.47 | 34     | 39.53 | 86     | 100% |
| Radicalisation/extremism   | 0      | 0     | 0      | 0     | 0      | 100% |
| Pressure to be in a gang   | 43     | 50.0  | 43     | 50.0  | 86     | 100% |
| Pressure/encouragement to commit a crime   | 0      | 0     | 0      | 0     | 0      | 100% |
| Pupils carrying knives/weapons   | 47     | 54.65 | 39     | 45.35 | 86     | 100% |
| Gambling   | 0      | 0     | 0      | 0     | 0      | 100% |
| Managing money/budgeting   | 0      | 0     | 0      | 0     | 0      | 100% |
| Money problems   | 0      | 0     | 0      | 0     | 0      | 100% |
| Housing  | 0      | 0     | 0      | 0     | 0      | 100% |
| Growing up - changes in body and feelings  | 60     | 69.77 | 26     | 30.23 | 86     | 100% |
| Relationships  | 54     | 62.79 | 32     | 37.21 | 86     | 100% |
| Problems in school/college   | 59     | 68.6  | 27     | 31.4  | 86     | 100% |
| Problems out of school/college   | 57     | 66.28 | 29     | 33.72 | 86     | 100% |

## Do you find your Personal, Social, Health and Economic (PSHE) education lessons useful?



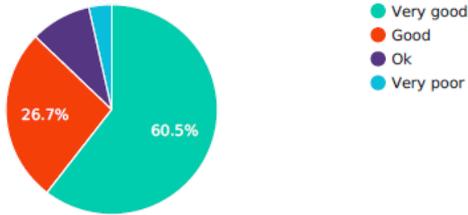
| Do you find your Personal, Social, Health and Economic (PSHE) education lessons useful? | Tick   |       |
|---|--------|-------|
|   | Number | %     |
| Definitely  | 34     | 39.53 |
| Mostly  | 21     | 24.42 |
| In some ways  | 17     | 19.77 |
| Not really  | 12     | 13.95 |
| Definitely not  | 1      | 1.16  |
| We don't have any PSHE lessons  | 1      | 1.16  |
| Total   | 86     | 100%  |

## How much do you agree or disagree with the following statement that... 'At this school, visitors who support Personal, Social, Health and Economic (PSHE) education in lessons or assemblies are useful and teach me new things.'



| How much do you agree or disagree with the following statement that... 'At this school, visitors who support Personal, Social, Health and Economic (PSHE) education in lessons or assemblies are useful and teach me new things.' | Tick   |       |
|---|--------|-------|
|   | Number | %     |
| Strongly agree  | 25     | 29.07 |
| Agree   | 40     | 46.51 |
| Disagree  | 4      | 4.65  |
| Strongly disagree   | 1      | 1.16  |
| We don't have any visitors who support PSHE   | 16     | 18.6  |
| Total   | 86     | 100%  |

**How good is your school/college at encouraging you to have a healthy lifestyle?**



| How good is your school/college at encouraging you to have a healthy lifestyle? | Tick   |       |
|---|--------|-------|
|   | Number | %     |
| Very good   | 52     | 60.47 |
| Good  | 23     | 26.74 |
| Ok  | 8      | 9.3   |
| Poor  | 0      | 0.0   |
| Very poor   | 3      | 3.49  |
| Total   | 86     | 100%  |

#### **Appendix 4**

##### **Summary of staff consultation**

-A senior leadership team meeting where staff were consulted on the proposed changes to the curriculum

-A full staff briefing took place on Wednesday 5<sup>th</sup> May 2021

-Staff were provided with a verbal summary of the changes to the RHSE curriculum which was sent to all staff after the meeting along with the draft RHSE policy, the parental guides on statutory changes and the proposed curriculum overview

-Staff were asked to read all supporting documents and contact Melissa Varley with any comments or questions by Wednesday 12<sup>th</sup> May 2021

-There were no further questions or oppositions at the end of the consultation process