



ROTHWELL SCHOOLS

Relationships, Health and Sex Education and Online Safety Policy

March 2022



Rothwell Schools

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	Contents	Page
1	Aims of Relationship and sex education	3
2	Statutory requirements	4
3	Policy development	4
4	Definition	4
5	Curriculum	6
6	Inclusion and equalities	6
7	Delivery of RHSE	7
8	Safeguarding and confidentiality	8
9	Roles and responsibilities	9
10	Parents' right to withdraw	9
11	Training	10
12	Monitoring arrangements	10
	Appendix 1: Curriculum map	
	Appendix 2: Vocabulary used: By the end of primary school pupils should know...	
	Appendix 3: Parent form: withdrawal from sex education within RHSE...	



1. Aims

The aims of relationships and sex education (RHSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around the subject of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- The aim of this policy is to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

At Rothwell Schools we believe,

“The role of parents in the development of their children’s understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.”

Rothwell Schools deliver Personal, Social, Health Education (PSHE), which includes Relationships Education, Relationships and Sex Education (RHSE) and Health Education. Rothwell Schools use the ‘Jigsaw’ scheme - a mindful approach to PSHE. Our PSHE curriculum runs parallel to our online safety curriculum and Protective Behaviours scheme of work.

The Protective Behaviours scheme of work focuses on developing the skills of: keeping ourRHSElves safe, empowerment, communication, self-esteem, resilience, social skills and other life skills to prevent abuse, reduce violence and promote life-enriching rather than life-depleting experiences. It encourages students to assert their right to feel safe. All sessions build on children’s prior knowledge and skills.



2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RHSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Rothwell Schools we teach RHSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy – Tuesday 7th February 2020
4. Pupil consultation – we investigated what exactly pupils want from their RHSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

At Rothwell Schools our overarching aim is to provide all pupils with knowledge and understanding of all kinds of relationships in order for them to establish their own positive, tolerant and healthy relationships. Our objective is to prepare pupils for the physical and emotional challenges of growing up by teaching them about respect for themselves and others.

We define Relationships Education as learning about:

- families and people who care for me
- caring friendships



- respectful relationships
- online relationships
- being safe
- how we fit into the world we live (Jigsaw)
- celebrating ours and others difference (Jigsaw)
- aspirations and goals (Jigsaw)

We define Health Education as learning about:

- Our emotions and mental health
- Physical wellness
- Health eating
- Smoking, alcohol and drugs
- growing up and puberty (upper KS2)

For more information about our curriculum, see our curriculum map in Appendix 1.

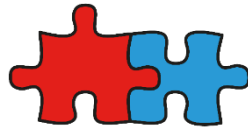
We cover the named aspects of Relationships and Health Education by following the Jigsaw scheme of work, although we have amended a number of the units to account for the age and needs of our pupils. Sex education is defined in this policy as preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born. At Rothwell Schools we have opted to teach Sex Education alongside the National Science Curriculum and in more detail in Upper KS2. The school teaches protective behaviours which incorporates the correct terminology for body parts as well as how to build safe relationships (This is taught from Yr R – 6).

(Appendix 3)

Our aim in teaching Relationships Education is to provide all pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships Education is therefore a tool to safeguard children. All our learning opportunities to develop Relationships, Health and Sex Educations are underpinned with our school values.

5. Curriculum

Our curriculum is set out as per [Appendix 1](#) but we may need to adapt it as and when necessary.



Rothwell Schools

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- Labelling diagrams of the changing human body
- How a baby is conceived, growth in the womb, and birth
- Chronologically describing/labelling the life cycle of humans

6. Inclusion and Equalities

This policy should be read in conjunction with the Rothwell Schools Inclusion policy.

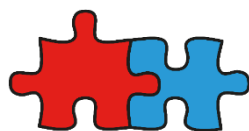
With a commitment to inclusion, all children will access RHSE sessions. Pupils with SEND needs will have equal opportunities as all other pupils but will be given additional support as required.

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. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b). Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states:

“Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)



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7. Delivery of RHSE

What does the new Relationships Education cover?

The Sex Education Forum define Relationships and Sex Education (RHSE) as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Language will be simplified for SEN children as and when deemed necessary and/or pictures will be used to help explain concepts.

What is covered in sex education?

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Sex education will ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Health Education will be mandatory in all primary schools from September 2020. Health Education includes a section for primary on puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle.

Relationships Education, Health Education, science and sex education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong. Effective RHSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.



"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

Rothwell Schools will ensure that the policy meets the needs of pupils and parents and reflects the community. In Rothwell Schools, we are aware some children may ask their teachers (or other adults) questions pertaining to sex or sexuality that go beyond what is set out for Relationships Education. Rothwell Schools will always praise children for asking meaningful questions and will answer questions with the age-appropriate information. If further information is required, the class teacher will speak with the child's parent/carer to state what has been asked and ask permission to answer the question, or so the parent/carer can address the question at home. As schools, we do not want children's questions to go unanswered as we are aware how readily children can access information on the internet and do not want inappropriate or incorrect information to be sourced.

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

8. Safeguarding and confidentiality

Teachers need to be aware that sometimes disclosures may be made during RHSE lessons; in which case, our schools' safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. Staff will allow the time and appropriate management for this to happen. If disclosures occur, the schools' disclosure and/or confidentiality procedures are followed. As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to a Designated Safeguarding Lead, who takes action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the members of staff with responsibility for Safeguarding issues. The child concerned will be made aware that their disclosure will be passed on to a DSL and that we have a duty to do this in order to protect them.

9. Roles and responsibilities



9.1 The governing board

The governing board will approve the RHSE policy, and hold the headteacher to account for its implementation.

9.2 The Headteacher

The headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from, non-statutory/non-science components of RHSE (see section 8).

9.3 Staff

Leads for P.H.S.E./ RHSE are **Nikki Bowskill KS1/EYFS and Alison O'Neil KS2**

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RHSE

Staff **do not have the right to opt out** of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the headteacher.

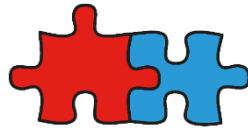
9.4 Pupils

Pupils are expected to engage fully in RHSE and, when discussing issues related to RHSE, treat others with respect and sensitivity.

10 Parents' right to withdraw

On an annual basis, Rothwell Schools will hold parental consultation which gives parents the opportunity to view and comment on the policy, resources and lesson content. Rothwell Schools will also endeavour to conduct pupil voice surveys on an annual basis. These will be used as part of the annual review of this policy.

Parents do not have the right to withdraw their children from relationships education.



Rothwell Schools

Parents have the right to withdraw their children from the PSHE Jigsaw components of sex education within RHSE (all that which is not covered in statutory science teaching).

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

11. Training

Staff are trained on the delivery of RHSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nuRHSEs or sexual health professionals, to provide support and training to staff teaching RHSE.

12. Monitoring arrangements

The delivery and implementation of RHSE is monitored by SLT and P.H.S.E. subject leads across both key stages. PHSE leads will support staff and governors with current thinking and up to date legislation.

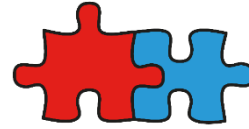


Appendix 1: Curriculum map

PSHE overview

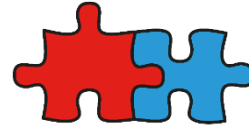
Jigsaw covers all areas of PSHE for the Rothwell Schools. Please see subject overview below in order to further understand what your child will be learning about in each term of their school year. For each year the theme will remain the same, however the content will change in line with their age.

Term	Subject name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills in Relationship Education
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of looking at change



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PSHE - Jigsaw Content Overview							
Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships 	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends 	<ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boy friends Showing appreciation to people and animals 	<ul style="list-style-type: none"> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules 	<ul style="list-style-type: none"> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Powers and control Assertiveness Technology safety Take responsibility with technology use
Necessary cumulative	<ul style="list-style-type: none"> Family life Friendship Falling out 	<ul style="list-style-type: none"> Belonging Physical contact Preferences Celebrations 	<ul style="list-style-type: none"> Boundaries Secrets Trust Appreciation 	<ul style="list-style-type: none"> Roles Negotiation Diverse lives Impact 	<ul style="list-style-type: none"> Jealousy Love/loss Memories Girlfriends Boyfriends 	<ul style="list-style-type: none"> Self-recognition Self-esteem Online communities Gaming Gambling Grooming 	<ul style="list-style-type: none"> Mental health Sources of support Control Power



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Changing me	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears celebrations 	<ul style="list-style-type: none"> Life cycles- animals and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change transition 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition 	<ul style="list-style-type: none"> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition 	<ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change 	<ul style="list-style-type: none"> Self and body image Influence of online and media on body image Puberty for girls Puberty for boys Contraception (including IVF) Growing responsibly Coping with change Preparing for transition 	<ul style="list-style-type: none"> Self-image Body image Puberty and feelings Contraception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting transition
Necessary cumulative	<ul style="list-style-type: none"> Bodies Respecting my body Fun Fears Growth 	<ul style="list-style-type: none"> Life cycles (animal/human) Male Female Changes 	<ul style="list-style-type: none"> Life cycles (plants) Young Old Independence 	<ul style="list-style-type: none"> Internal External Needs 	<ul style="list-style-type: none"> Being unique Body changes Transition Accepting change Having a baby 	<ul style="list-style-type: none"> Self-image Media influence Puberty Conception IVF 	<ul style="list-style-type: none"> Body image Physical attraction Consent Sexting



Appendix 2: Vocabulary Used

Language covered in Protective Behaviours and RHSE

All Year groups use the language for correct body parts these include

- Penis and anus for boys
- Vulva, vagina and anus for girls
- From Yr 2 breasts are introduced for girls

It is explained in such a way that these are parts covered by swimming costumes

Mouth is also discussed as a private body part

Language covered in Upper KS2 RHSE

Reproduction, Uterus, Penis, Vagina, Vulva, Testicles, Nipples, Breasts, Friendship, Positive and negative relationship, Touching - sexual touching, Consent, Sexual intercourse, Pregnancy, Sperm, Egg, Fertilized, Puberty, Menstruation, Wet dream, Pubic hair, Erection



Appendix 3: Sample Letter for right to withdraw from Sex Education (UKS2)

Date

Dear Parents and Carers,

This term as part of our Relationship, Health and Sex Education we will be covering the changing me unit from our Jigsaw scheme. This unit covers elements related to sex education and incorporates themes such as;

- Explaining that sexual intercourse can lead to conception and that is how babies are usually made.
- Describing how a baby develops from conception through the nine months of pregnancy, and how it is born.

Along with a general understanding, vocabulary will be introduced to help pupils understand what is happening to their changing bodies as they become teenagers.

We feel that preparing pupils for the changes that they face is of the upmost importance and focused education of facts will enable them to feel prepared and properly informed. Parents and carers have the right to withdraw their child from sex education sessions (please refer to section 11) if they feel it is not an appropriate time for their child to learn about such themes. If you are wanting to withdrawn your child from taking part in sex education sessions please write a letter to the Executive Head Teacher Mr Ashley Izzard-Snape to ensure we have enough time to put in place alternative provision.

If you have any further questions about the content of these session, please speak to your child's class teacher.

Thank you for your continued support,



Online Safety Curriculum

	Contents	Page
1	What is Online Safety	14
2	Our Ethos	15
3	Aims of the Curriculum	15
4	Curriculum Map	17
5	Collaboration with Parents/Carers	18
6	Physical Health and Wellbeing	18
7	Drug and Alcohol Education	19

This policy is based on the Department for Education’s statutory safeguarding guidance, Keeping Children Safe in Education, 2019, and its advice for schools on preventing and tackling bullying. It reflects existing legislation and takes into account the National Curriculum computing programmes of study.

Should it be ‘Teaching online safety in school’ DfE and KSCIE?

1. What is Online Safety?

In simple terms, online safety refers to the act of staying safe online. It is also commonly known as internet safety, e-safety and cyber safety. It encompasses all technological devices which have access to the internet from PCs and laptops to smartphones and tablets.

Being safe online means individuals are protecting themselves and others from online harms and risks which may jeopardise their personal information, lead to unsafe communications (such as grooming) or even effect their mental health and wellbeing.

2. Our Ethos

Online safety is an integral part of children’s education in today’s digital world and is embedded in the children’s learning at school. Online safety is a vital part of keeping children safe. Rothwell Schools believe that teaching a rigorous whole school curriculum around online safety is key to empowering young children in the ‘real world’ and online, whilst building children’s resilience and promoting the development of safe and appropriate use online.



3. Aim of the Curriculum

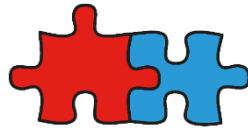
Rothwell Schools believe that if technology is used appropriately, and in a safe and responsible manner, that we can reduce the number of negative incidents happening to our children online. It is crucial that children learn to balance benefits offered by technology with a critical awareness of their own and others online behaviour and develop effective strategies for staying safe and making a positive contribution online. The curriculum acts as a preventative measure, so that we are not only reactionary to issues that have already happened. The variety of skills taught within the curriculum are transferable online safety skills, applicable to a range of technology and platforms.

We foster an accepting culture of children accessing technology; we encourage children to have the confidence in how and when to seek support. This will enable pupils to understand safe ways in which to seek support if they are concerned or upset by something they have seen online.

Our lessons can be taught in any order so that teachers have the flexibility to deliver what their year group require at any given time. This is also inline with current thinking.

Listed below are the overviews of lesson content for Rothwell Schools. As with Jigsaw, the theme will remain the same, however the content will change in line with the children's age.

- Managing online information
- Health, well-being and lifestyle
- Online bullying
- Self-Image and identity
- Online reputation
- Online relationships



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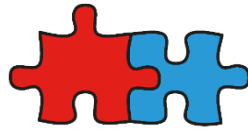
YR R	Awareness Different types of technology.	Awareness What is the internet?	Awareness Some information is special because it applies just to you	Critical Eyes Shhh.. Do not share your name, age or where you live online.	Awareness Always remember to tell someone!	Critical Eyes Listening to our feelings.
YR 1	Awareness Technology Discussion – Is it always healthy?	Critical Eyes Speed of the internet.	Awareness Our Personal Clues	Critical Eyes Feeling unsafe	Awareness Is it OK for me?	Critical Eyes Is it real?
Yr 2	Awareness – All about me! Keep it private!	Critical Eyes How do you feel?	Awareness Feeling Safe Online	Critical Eyes Love for Technology	Awareness Kind Words Online	Critical Eyes Seeing is not always believing



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4. Curriculum Map

Year 3	What is the internet?	Learning how being online can change our mood.	What to do if we see something online which makes us feel sad or uneasy.	What do the words permission and consent mean and what does this look like online?	Learning how to game safely and who is considered a 'stranger'.	Reading and discussing the text <i>Digi-Duck</i> in order to explore safe and unsafe choices.
Year 4	Discussing bullying in the 'real world' and online.	Learning how to be 'Share Aware' using an NSPCC lesson.	Learning that you cannot trust everything that you see online (being critical).	Learning that online content is not always what it seems, with links to filters and photoshop.	Learning to be thoughtful about what we post online before we post.	Learning how to stay safe when gaming.
Year 5	What is 'Fake News' and how can we spot it?	Learning how to respond safely to pressure online.	What is 'live streaming' and what are the risks?	Learning that what I see online is not always real.	Learning that online users can be targeted by advertisers based on algorithms.	Learning about online scams and viruses.
Year 6	What are the positives and negatives of social media? How can we protect our own well-being online?	How can we chat online safely? Learning about the risks of talking and meeting up with strangers online.	Learning about the risks of sending photos of ourselves using an NSPCC 'Share Aware' lesson.	What is an 'influencer' and a 'vlogger' and how to they make money online?	Learning about strangers on online gaming platforms and discussing grooming.	What is online sexualised bullying?



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5. Collaboration with parents/carers:

Rothwell Schools aim to teach online safety through collaboration with parents/carers. Working alongside parents/carers, we aim to raise awareness of internet safety within newsletters, drop-in sessions, parents' evenings, leaflets and the school website. Parents can seek further guidance on keeping children safe online from the following organisations and websites:

- What are the issues?, UK Safer Internet Centre: <https://www.saferinternet.org.uk/advicecentre/parents-and-carers/what-are-issues>
- Hot topics, Childnet International: <http://www.childnet.com/parents-and-carers/hot-topics>
- Parent factsheet, Childnet International: <http://www.childnet.com/ufiles/parents-factsheet-09-17.pdf>
- Thinkuknow is the education programme from NCA-CEOP, a UK organisation which protects children both online and offline: <https://www.thinkuknow.co.uk/>
- NSPCC: <https://www.nspcc.org.uk/>

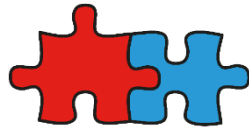
“The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.”

6. Physical Health and Wellbeing

At Rothwell Schools, we place a strong importance of the holistic health and wellbeing of a child. Across both schools, mindfulness is taught and practised as part of the children's weekly Jigsaw lesson. In school, children learn that physical and mental health are linked, and are of equal importance. The children learn ways to self-manage and self-regulate their emotions, as well as recognise the emotion they feel in themselves and can observe in others.

7. Drug and Alcohol Education

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.



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- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community