

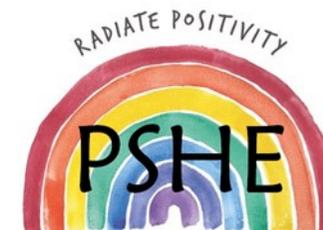


# Relationships and Health Education at Masefield Primary School Years 1 and 2 (Key Stage 1)

## Parent Guide to Relationship and Health Education

In this guide you will find the following:

- Base Academy's rationale for teaching Relationship and Health Education (including RSE) and what it actually is
- Our breakdown of how this will be covered and taught.
- Who to contact should you have any questions.
- The leaflet produced by the government to outline their approach to Relationship and Health Education.
  
- Relationship and Health Education has always been central to our teaching at Masefield. You will often hear to it being referred to as PSHE (Personal, Social and Health Education). For some time, this has not been a statutory curriculum. However, from September 2020, Relationship and Health Education became statutory in Primary Schools with the government setting out the content for this curriculum.
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)



## 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.



## 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.

# Curriculum- what will be taught?

- Our curriculum has been developed using the programmes of study developed by the PSHE Association.
- They cover units falling under the following themes:
  - Relationships:
  - Health and Wellbeing:
  - Living in the wider world
  
- Years 1, 3 and 5 cover the following
  - Be Yourself
  - TEAM (Together Everyone Achieves More)
  - Money Matters
  - Britain
  - It's my Body
  - Aiming High
  
- Years 2,4 and 6 cover the following
  - Rights Respecting
  - VIPs
  - Safety First
  - Growing up
  - One World
  - Think Positive

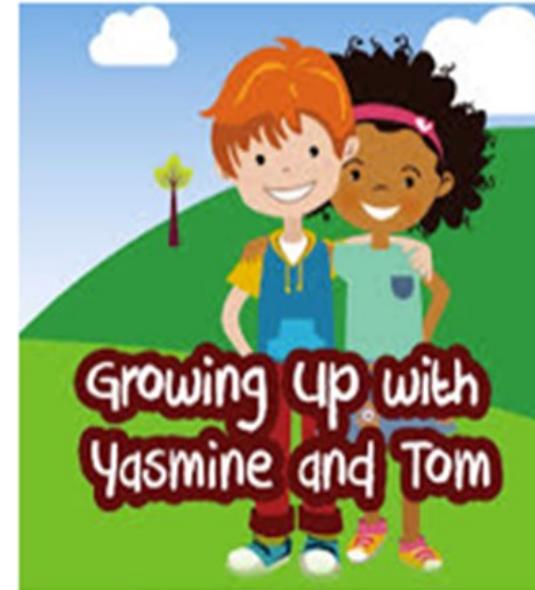


PSHE  
Association

PSHE Education  
Programme of Study  
Key stages 1-5



- We also use Yasmine and Tom, to support delivery of our Relationships Education. This incorporates age appropriate animations to begin discussions in a sensitive and consistent manner. The resources are available to view at school.



The curriculum leader for PSHE is Miss Jolly. Should you have any questions about anything in this booklet, please do not hesitate to contact school to arrange a meeting with your child's class teacher.

# Year 1

- say what makes them an individual;
  - identify feelings from facial expressions and body language;
  - talk confidently about what they like that makes them feel happy;
  - explain how to manage feelings of anger and sadness;
  - describe strategies to explain how change and loss can be dealt with positively;
  - understand the importance of sharing their thoughts and feelings respectfully.
- 
- show the teams they belong to through pictures, name these teams and explain how it feels to be a part of the team;
  - create a picture by using good listening to follow instructions;
  - create a chain of kindness by thinking of their own idea of a way to be kind;
  - draw or write ways to deal with teasing or bullying behaviour;
  - sort thoughts given into helpful and not-so-helpful thought categories;
  - draw a picture to show a time they made a good choice and to write what happened next.
- 
- explain ways we can save money;
  - identify why it is important to keep money safe;
  - explain why it is important to keep our belongings safe;
  - discuss ways we can keep track of money we spend.

# Year 1

- describe how they can help groups and communities they belong to;
  - recognise choices can have negative and positive consequences;
  - explain some consequences of negative and positive choices;
  - talk about why helping their neighbourhood is important;
  - describe different aspects of living in Britain;
  - give reasons why it is important to have differences;
  - identify famous British people, places and events;
  - explain what famous British people, places and events tell them about being British.
- 
- describe their daily bedtime routine;
  - explain what happens if you do not exercise regularly;
  - explain that other people have rights for their own body;
  - list some foods that are good to have once a week;
  - identify hazard signs that mean something is dangerous;
  - explain what germs are and why people need to keep clean.
- 
- identify star qualities in others;
  - give examples of positive learning attitude statements;
  - identify attributes they have that would suit them to a desired job;
  - challenge stereotypes;
  - discuss their ambitions;
  - identify ways next year will be different and explain why they think this

## Year 2

- know what rights are and identify rights that all people share;
  - explain how people protect their rights;
  - show respect for the rights of others;
  - explain how to behave towards someone who is different from them;
  - understand why it is important to be fair;
  - know how to make a positive difference in school and understand why this is important.
- 
- identify who the special people in their lives are and
  - explain why they are important to them;
  - explain why having a family network is important;
  - know what makes someone a good friend and demonstrate these qualities;
  - put positive resolution techniques into practice;
  - cooperate with others to complete a task;
  - identify several ways to show others they care and
  - understand the importance of doing this.
- 
- identify ways to stay safe in the home;
  - identify a range of dangers outside;
  - explain the basics of the green cross code;
  - explain why we shouldn't take anyone else's medicine;
  - explain what to do if they feel unsafe online;
  - explain the difference between good and bad secrets;
  - identify their personal 'trusted adults'.

## Year 2

- use the correct scientific names introduced to name male and female body parts;
  - identify some differences between males and females;
  - identify the body parts that we keep private;
  - understand the words 'no' and 'stop';
  - understand that people's bodies and feelings can be hurt;
  - identify an adult they can talk to if they are concerned about inappropriate touch;
  - talk about their own likes and dislikes;
  - understand that different people like different things;
  - understand that girls and boys can like different things, or the same things;
  - describe how they have changed since they were a baby;
  - understand that peoples' needs change as they grow older;
  - talk about things they would like to do when they are older;
  - discuss some changes that people might go through in life
- 
- talk about special people in their life and say why they are special;
  - talk about different homes around the world and identify how they are the same as and different from their own;



# Year 2

- describe what their school is like;
  - explain what an environment is;
  - explain what natural resources are and identify how people use them;
  - say what they love about the world in which they live and
  - describe how they would feel if these things disappeared.
- 
- identify and discuss feelings and emotions, using simple terms;
  - describe things that make them feel happy and unhappy;
  - understand that they have a choice about how to react to things that happen;
  - talk about personal achievements and goals;
  - describe difficult feelings and what might cause these feelings;
  - discuss things for which they are thankful;
  - focus on an activity, remaining calm and still.
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- A variety of resources are used to teach these objectives. In particular, we use the NSPCC resource- PANTS (The Underwear Rule)- <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>

