



# Relationships and Health Education at Masefield Primary School Years 3 and 4 (Lower Key Stage 2)

## 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 3

- list some of their achievements and say why they are proud of them;
  - identify facial expressions associated with different feelings;
  - describe some strategies that they could use to help them cope with uncomfortable feelings;
  - suggest assertive solutions to scenarios;
  - explain that the messages they receive from the media about how they should look, think and behave are not always realistic;
  - suggest ways to make things right after a mistake has been made;
  - explain that mistakes help them to learn and grow.
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- use pictures to express their thoughts, feelings and worries;
  - plan and create a role play about a team scenario;
  - work as a team to solve a “crime”;
  - Identify a feeling and how it is being expressed;
  - show the resolution to a dispute through pictures and with the key words given;
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- list some of the effects of sleep deprivation;
  - explain the effect of exercise on the heart;
  - know how to get help for themselves or another in the case of serious problems;
  - explain why eating a balanced diet is important;
  - know how to check medicine instructions;
  - know how to inhibit the spread of germs.

## Year 3

- discuss where money comes from;
  - talk about reasons people go to work;
  - discuss payment resources we can use to spend money;
  - consider why and how people might get into debt;
  - identify things they want and need;
  - explain ways we can keep track of what we spend.
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- describe what it is like to live in Britain;
  - talk about what democracy is;
  - talk about what rules and laws are;
  - talk about what liberty means;
  - describe a diverse society;
  - describe what being British means to them.
- 
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## Year 4

- know what human rights are;
  - understand that all people share the same rights;
  - know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child;
  - know why we have rules and how they help us;
  - understand that no one should take away our human rights;
  - explain what respect means and understand how they can respect the rights of others;
  - describe what a stereotype is and understand how stereotypes can be harmful.
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- discuss how the impact of our attitudes affects us when trying to make new friendships;
  - consider how they will be an anonymous friend over the week;
  - discuss the concept of dares;
  - show an understanding of positive resolution techniques;
  - create ideas to help someone who is being bullied



## Year 4

- discuss things they can do independently that they used to need help with;
  - describe what a dare is and identify situations involving peer pressure;
  - know when to seek help in risky or dangerous situations;
  - identify and discuss some school rules for staying safe and healthy;
  - list some of the dangers we face when we use the road;
  - describe drugs, cigarettes and alcohol in basic terms;
  - identify which information they should never share online;
  - identify who they should tell if they see something online that worries, upsets or confuses them;
  - explain what it means to be kind and respectful online.
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- name the main male and female body parts needed for reproduction;
  - describe some of the changes boys go through during puberty;
  - describe some of the changes girls go through during puberty;
  - describe some feelings young people might experience as they grow up;
  - talk about their own family and the relationships within it;
  - understand that there are many different types of families;
  - identify similarities and differences in different loving relationships;

# Year 4

- describe similarities and differences between people's lives;
  - identify opinions that are different from their own;
  - express their own opinions;
  - recognise that their actions impact on people in different countries;
  - know what climate change is;
  - know there are organisations working to help people in challenging situations in other communities.
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- understand that it is important to look after our mental health;
  - recognise and describe a range of positive and negative emotions;
  - discuss changes people may experience in their lives and how they might make them feel;
  - talk about things that make them happy and help them to stay calm;
  - identify uncomfortable emotions and what can cause them;
  - discuss the characteristics of a good learner.

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>