



# Relationships and Health Education at Masefield Primary School Years 5 and 6 (Upper 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 5

- discuss scenarios where children are torn between 'fitting in' and being true to themselves;
- explain how to communicate their feelings in different situations;
- create a role play to show different ways to manage uncomfortable feelings;
- discuss which situations would make people fight or flee and why;
- create resolutions to different tricky situations;
- identify the feelings involved in making a mistake and understand how to make amends.
- understand what successful teamwork skills are;
- express opinions respectfully;
- explain what collaborative working is;
- discuss what a compromise is;
- identify ways of showing care to others in their team;
- list shared responsibilities within the class team.
- discuss reasons people take financial risks;
- discuss why advertisers try to influence us;
- talk about how to be a 'critical consumer';
- identify how we can compare the value for money of different products;
- discuss how we can make a budget;
- consider why people borrow money and get into debt;
- explain what tax is and the ways we pay it.

## Year 5

- identify ways of showing respect to people of all faiths and ethnicities;
- explain what it means to belong to a community;
- identify how laws help them;
- discuss local government in relation to democracy and human rights;
- discuss national government in relation to democracy and human rights;
- identify how charities and voluntary groups help meet the needs of all people in the community.
- understand that they can choose what happens to their own bodies;
- know where and how to get help if they are worried;
- understand the importance of sleep;
- identify some physical changes that their bodies go through during puberty;
- identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies;
- identify positive aspects about themselves;
- discuss the choices related to health that they make each day;
- identify choices that will benefit their health and provide a 'balanced lifestyle'.
- discuss their personal achievements and skills;
- discuss different learning styles;
- identify what a positive learning attitude is;
- talk about the range of jobs that people do;
- understand what a gender stereotype is;
- talk about skills employers look for in employees;
- work with others in a team;
- discuss the skills everyone needs to succeed.

## Year 6

- explain what the Universal Declaration of Human Rights is;
  - describe why children have their own rights;
  - identify that human rights take precedence over national law and cultural and family traditions and practices;
  - give reasons as to why people's rights are not always met;
  - identify how we can be rights-respecting citizens;
  - describe how some ideas about human rights have changed;
  - share their thoughts on how human rights activists have changed the world.
- 
- To know different ways we can care for our VIPs;
  - explain a calming technique;
  - discuss how a disagreement could either be avoided or handled;
  - explain what to do when feeling pressured;
  - identify and discuss which secrets are OK to keep and which need to be shared;
  - identify healthy and unhealthy relationships.



## Year 6

- explain how to look after their bodies during puberty
  - name some ways to cope with new or difficult emotions
  - be aware of some of the ways that the media fuel the notion of a "perfect body"
  - describe the different types of loving relationship that exist
  - explain the laws around sexual relationships
  - explain how contraception can be used to avoid pregnancy
  - use a range of key vocabulary when discussing differences in sex, gender identity and sexual orientation
  - use scientific vocabulary to explain how babies are made and born
- 
- describe how their thoughts, feelings and behaviours influence each other;
  - explain the range and intensity of their feelings to other;
  - name some strategies to deal with unhelpful thoughts;
  - know how to make an informed choice;
  - appreciate how making good choices can make us happy;
  - understand how mindfulness techniques can be used in their everyday lives;
  - describe the difference between a growth mindset and a fixed mindset;
  - identify strategies for facing a challenge



# Year 6

- 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;
  - recall the number to dial in an emergency;
  - know how to look after mobile devices;
  - 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.
- 
- explain how to be a responsible global citizen
  - describe what can be done to prevent global warming from getting worse
  - explain how energy use can be changed to help the environment
  - detail the responsible use of water
  - understand the importance of biodiversity
  - describe the impact of their choices for people and places across the world
- 
- 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>