

Relationships and Health Education

Year 5 and 6



Masefield Primary School

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Parent Guide to Relationships and Health Education

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Rationale

At Masefield, PSHE (Personal, Social and Health Education) is an integral part of our school life. It is taught both explicitly through subject specific lessons and also through other lessons in an applied manner.

We see PSHE education as a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work.

We know that our well-delivered PSHE programme will have an impact on both academic and non-academic outcomes for our pupils, particularly the most vulnerable and disadvantaged.

We have designed our own progressive Programme of Study using the PSHE Association with the main aims to develop knowledge, skills and attributes including (but not limited to) resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

Our PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum. The relationships and health aspects of PSHE education has been compulsory since September 2020.

Parental Rights

Below is some of the information provided by the Department for Education regarding Relationships and Health Education:

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.

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.



Read more from the
Department for Education



Masfield's Relationships
and Sex Education Policy

Curriculum Content

Our curriculum has been developed using the programmes of study developed by the PSHE Association. They cover units falling under the following themes:



Year 5 Units of Study

In Year 5, pupils will be taught the following:

Be Yourself

- Understand that everyone is unique and why this should be celebrated and respected
- Explain how to communicate their feelings in different situations
- Explore uncomfortable feelings and different ways to manage these
- Understand how to manage feelings of nervousness or shyness
- Identify when different choices from those around may be different
- Identify the feelings involved in making a mistake and understand how to make amends

TEAM

- Understand what successful teamwork skills are
- Express opinions respectfully and that others may have different opinions
- Explain what collaborative working is and can compromise to get a task done
- Identify ways of showing care to others in their team
- Discuss different types of unkind behaviour and suggest ways to help
- List shared responsibilities within the class team

Money Matters

- Talk about what financial risk is
- Discuss the ways advertisers try to influence consumers
- Identify what it means to be a 'critical consumer'
- Talk about what it means to budget
- Discuss how money can affect people's emotions
- Talk about ethical spending and the impact spending has on our environment

Year 5 Units of Study

Britain

- Talk about the range of faiths and ethnicities in Britain
- Explain what a community is
- Explain how and why laws are made
- Discuss some roles of local government
- Describe the basic structure of national government including democracy and human rights
- Talk about the role of charities and voluntary groups in the community

Aiming High

- Discuss their personal achievements and skills
- Identify what a helpful learning attitude is
- Identify opportunities that might be available in the future
- Understand what a stereotype is and that gender, race and social class should not determine what jobs people can do
- Talk about skills employers look for in employees
- Discuss goals for the future and the steps needed to achieve them

It's My Body

- Understand that they can choose what happens to their own bodies
- Understand the importance of sleep, exercise and healthy eating
- Identify ways to protect their bodies from ill health
- Identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies
- Identify positive aspects about themselves
- Identify choices that will benefit their health and provide a 'balanced lifestyle'

Year 6 Units of Study

In Year 6, pupils will be taught the following:

Rights Respecting

- Explain what the Universal Declaration of Human Rights is and understand that children have their own rights
- Understand the importance of being rights-respecting citizens
- Recognise that there are people across the world whose rights are not met
- Explain how to respect other people's rights and why it is important to do so
- Explore how people in Britain can be the same and can be different
- Share ideas about being British and living in Britain.

VIPs

- Share ideas for ways we can care for our VIPs
- Identify different calming techniques
- Discuss how a disagreement could be handled with respect
- Explain ways to resist pressure
- Identify which secrets are OK to keep and which need to be shared
- Identify some aspects of healthy and unhealthy relationships

Safety First

- Describe how to take responsibility of own safety
- Know when to seek help in risky or dangerous situations
- Can confidently identify and manage pressure to get involved in risky situations.
- Can act sensibly and safely in an emergency, explaining what they would do.
- Can identify and reduce risks to keep everyone safe at home
- List some of the dangers we face when we are around roads, railways or water and describe how to stay safe

Year 6 Units of Study

Think Positive

- Talk about their thoughts, feelings and behaviours and can explain the link between them
- Discuss ways in which positive thinking can be beneficial
- Identify and discuss uncomfortable emotions
- Identify common choices we have to make in life and the importance of making good choices
- Use basic mindfulness techniques
- Apply a growth mindset in everyday life

One World

- Explain what a global citizen is
- Say what global warming is and how we can help prevent it getting worse
- Understand that human energy use can harm the environment
- Understand the importance of not wasting water
- Understand what biodiversity is
- Understand that their choices can have far reaching consequences

Growing Up

- Name physical changes young people will experience during puberty
- Describe emotional changes young people might experience during puberty
- Appreciate that there is no such thing as a perfect body
- List things that all loving relationships have in common
- Explain what a sexual relationship is
- Explain how babies are conceived and how they are born

Useful Contacts

If you have any questions about the content of our Relationships or Health Education, please do not hesitate to contact these members of staff:



Mr Done
Head of School



Miss Jolly
PSHE Subject Leader



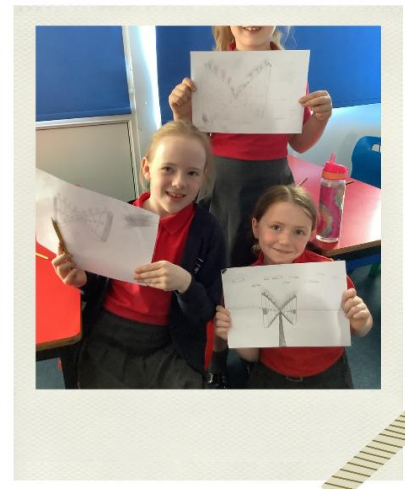
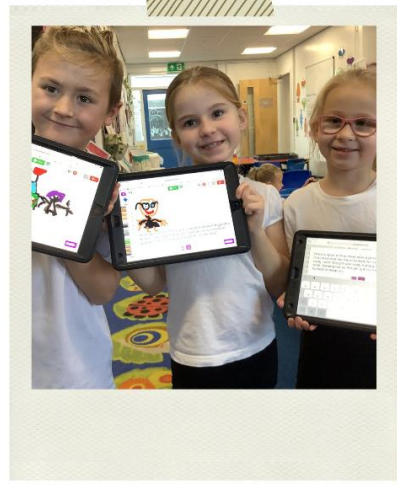
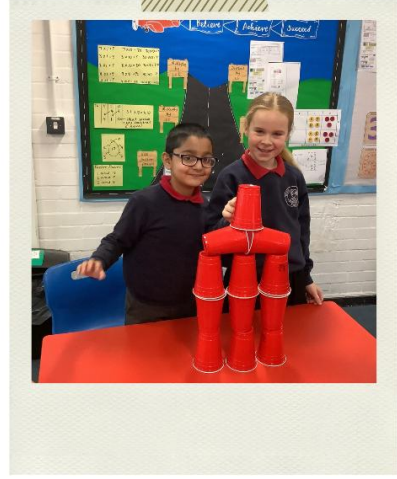
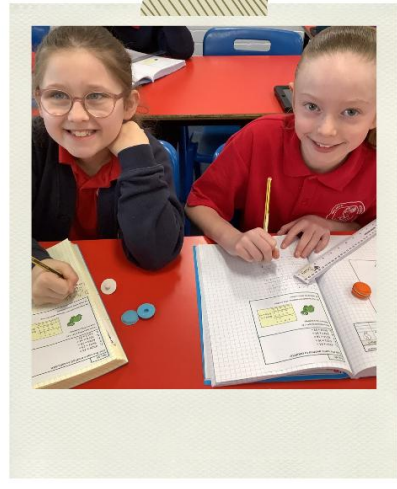
Miss Rigby
Year 5 Class Teacher



Mr Klimiuk
Year 6 Class Teacher



Mrs Ritchie
Phase 4-6 Lead
Year 6 Class Teacher







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