

Education is the most powerful  
weapon which you can use to  
change the world.

— *Nelson Mandela* —

# RELATIONSHIPS AND HEALTH EDUCATION

# Relationships and Health Education Intent

## Why do we teach RSE?

RSE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. RSE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. RSE education also helps pupils to develop skills and aptitudes — like teamwork, communication, and resilience — that are crucial to navigating the challenges and opportunities of the modern world.

Relationships Education and Health Education are statutory in primary schools from September 2020.

## What is the aim of our curriculum for PSHE?

The aim of our RSE teaching is to develop the knowledge and skills required to enable our children to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy in order to embrace the challenges of creating a happy and successful adult life. We feel it is very important children are given opportunities to develop the skills required to make sound decisions when facing risks, challenges or new or more complex situations. We aim to deliver lessons that provide contexts for children to embed new knowledge, so that this knowledge can then be used confidently in real life situations. We want our children to have high aspirations, a belief in themselves and realise that anything is possible. We value RSE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

# Relationships and Health Education Intent

## What do we teach in our PSHE curriculum?

Statutory Relationships Education	Statutory Health Education	Sex Education
<ul style="list-style-type: none"><li>• Families and people who care for me</li><li>• Caring friendships</li><li>• Respectful relationships</li><li>• Online relationships</li><li>• Being safe</li></ul>	<ul style="list-style-type: none"><li>• Mental wellbeing</li><li>• Internet safety and harm</li><li>• Physical health and fitness</li><li>• Healthy eating</li><li>• Drugs, alcohol and tobacco</li><li>• Health and prevention</li><li>• Basic first aid</li><li>• Changing adolescent body (puberty)</li></ul>	<ul style="list-style-type: none"><li>• We plan to include the non-statutory elements of sex education in Year 6 to meet the needs of our pupils.</li><li>• The DfE guidance states that ‘The DFE continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils’.</li><li>• Parents can withdraw their child from these elements provided in the year 6 programme, but no other part of our RHE programme.</li></ul>

# Relationships and Health Education Implementation

## How is Relationships and Health Education taught at Westende Junior School?

- The teaching of RHE is delivered using Discovery Education scheme of work from year 3 to year 6. We teach using a spiral curriculum which aims to allow children to build on previous skills and understanding each year. The repeated topics enable pupils to develop, practise and apply knowledge and skills across a range of contexts and situations. It follows the key themes outlined by the DfE that aim to promote personal Health and Wellbeing, Relationships, and Living in the Wider World. In addition to this, our RHE curriculum allows us to embed our school values of respect, happiness and resilience and aims to create well rounded individuals.

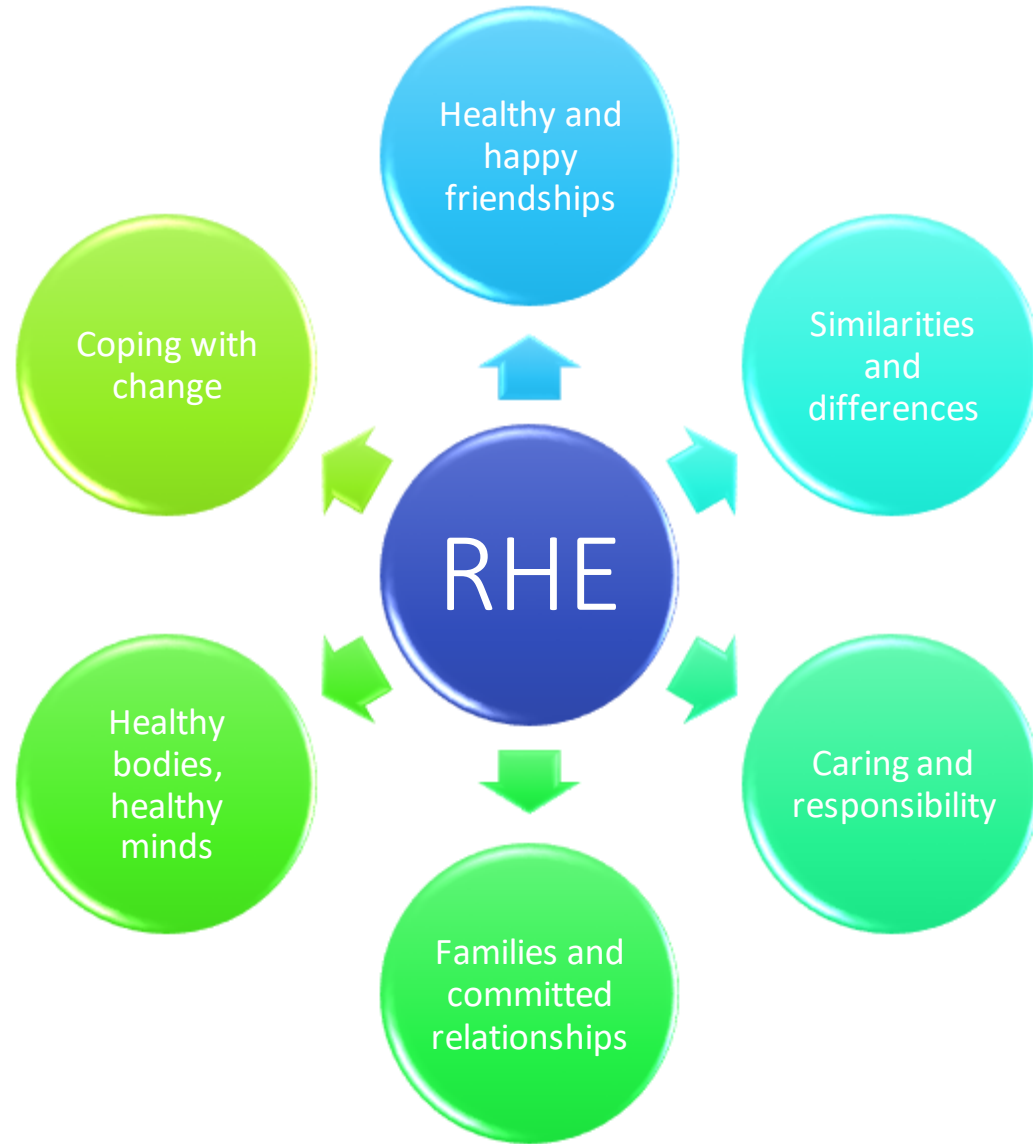


# Relationships and Health Education Content Spine

	Healthy and Happy Friendships	Similarities and Differences	Caring and Responsibility	Families and Committed Relationships	Healthy Bodies, Healthy Minds	Coping With Change
Year 3	Being a good friend	Valuing and respecting one another	Responsibility and boundaries	Different types of committed relationships	Sleep, food and hygiene	Coping with feelings when things change
Year 4	Solving friendship difficulties	Identity and diversity	Rights and responsibilities	Families and other relationships	Influences and personal choices	Puberty and hygiene
Year 5	Changing friendships	Celebrating strengths and setting goals	Caring in the community	Healthy, committed relationships	Valuing our bodies and minds	Puberty and emotions
Year 6	Relationships and feelings	Respectful behaviour online and offline	Responsible behaviour as we get older	Starting a family (sex education)	Being the best me	Coping with emotional effects of life changes

# Relationships and Health Education

## Key Concepts



# RHE Progression Map – Healthy and happy friendships

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|----------|--|
| <b>3</b> | <ul style="list-style-type: none"><li>• Being a good friend and respecting personal space.</li><li>• Strategies for resilience</li></ul>   |
| <b>4</b> | <ul style="list-style-type: none"><li>• Solving friendships difficulties.</li><li>• How to act if someone invades your privacy or personal boundaries.</li></ul>                       |
| <b>5</b> | <ul style="list-style-type: none"><li>• Identity and peer pressure off- and online.</li><li>• Positive emotional health and wellbeing.</li></ul>                                       |
| <b>6</b> | <ul style="list-style-type: none"><li>• How relationships evolve as we grow, including when transitioning to secondary school. How to cope with the wider range of emotions.</li></ul> |

# RHE Progression Map– Similarities and differences

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|----------|--|
| <b>3</b> | <ul style="list-style-type: none"><li>• Respecting and valuing difference.</li><li>• Shared values of communities.</li></ul>                                     |
| <b>4</b> | <ul style="list-style-type: none"><li>• Identity and diversity.</li><li>• Seeing different perspectives and not making judgements based on appearance.</li></ul> |
| <b>5</b> | <ul style="list-style-type: none"><li>• Celebrating strengths, setting goals and keeping ourselves safe online.</li></ul>  |
| <b>6</b> | <ul style="list-style-type: none"><li>• Identity and behaviour online and offline.</li><li>• Reflecting on how people feel when they don't 'fit in'.</li></ul>   |



# RHE Progression Map – Caring and responsibility

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|----------|---|
| <b>3</b> | • Our responsibilities and ways we can care and show respect for others.  |
| <b>4</b> | • Rights and responsibilities within families and wider society, including UN convention on the rights of the child.      |
| <b>5</b> | • How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in our community. |
| <b>6</b> | • How we can take more responsibility for self care and who cares for us as we grow older, including at secondary school. |

# RHE Progression Map – Families and committed relationships

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|----------|--|
| <b>3</b> | • Different types of committed relationships and the basic characteristics of these.   |
| <b>4</b> | • The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter. |
| <b>5</b> | • The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.                              |
| <b>6</b> | • Human reproduction, including different ways to start a family.  |

# RHE Progression Map – Healthy bodies, healthy minds

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|----------|---|
| <b>3</b> | • Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.   |
| <b>4</b> | • Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.                   |
| <b>5</b> | • Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing. |
| <b>6</b> | • Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.                                       |

# RHE Progression Map – Coping with change

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|----------|--|
| <b>3</b> | • Coping with feelings around the changes in our lives.  |
| <b>4</b> | • How our bodies change as we enter puberty, including hygiene needs and menstruation.                     |
| <b>5</b> | • How puberty changes can affect our emotions and ways to manage this; questions about puberty and change. |
| <b>6</b> | • Ways to manage the increasing responsibilities and emotional effects of life changes.                    |