

Relationships & Health Education – Primary

Name of school	Hartside Primary Academy
Staff member(s) responsible	8 Staff Members
Date of latest parental consultation	Summer 1
Date of latest student voice	Autumn 2

Teachers who will be delivering relationships, sex and health education are outlined below:

Name	Job Title
Nicola Clarkson	Nursery Teacher / SENCO
Ava Acaster	EYFS Teacher
Mia Welsh	Year 1 Teacher
Sarah Hall	Year 2 Teacher
Tamsyn Tuburu	Year 3 Teacher
Zoe Elmer	Year 4 Teacher
Fiona Tindale	Year 5 Teacher / Deputy Head
Tim pratt	Year 6 Teacher

Relationship education content per year group:

Nursery	Reception
• Share their likes and dislikes with their friends and adults in their classroom • Name the different features of their face and parts of their body • Use their senses to explore the world around them • Speak positively about themselves • Name different feelings and possible causes • Name some key adults who can help them when feeling sad/worried/scared • Talk about their families and special people • Name those who care for them and keep them safe • Describe the different types of homes	• Talk about their own interests. • Talk about their families. • Talk about how they are the same or different to others. • Share their favourite interests and objects. • Talk about themselves positively. • Listen to what others say and respond. • Talk about the important people in their lives. • Understand that we have different special people. • Name key people outside of families that care for them. • Talk about when they might feel unsafe or unhappy. • Name the people who will help them. • Notice when a friend is in need at school and help them.

	• Describe different emotions. • Explore how we feel at certain times or events. • Identify ways to change feelings and calm down. • Identify events that can make a person feel sad. • Suggest ways in which they can help a friend who is sad. • Choose ways to help themselves when they feel sad.
Year 1	Year 2
• Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. • Recognise how others might be feeling by reading body language/facial expressions; • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) • Recognise that people's bodies and feelings can be hurt; • Suggest ways of dealing with different kinds of hurt. • Identify simple qualities of friendship; • Suggest simple strategies for making up.	• Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions. • Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; • Identify helpful ways of responding to other's feelings. • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); • Explain where someone could get help if they were being upset by someone else's behaviour. • Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other. • Explain the difference between bullying and isolated unkind behaviour; • Recognise that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving. • Understand and describe strategies for dealing with bullying; • Rehearse and demonstrate some of these strategies.
Year 3	Year 4
• Explain why we have rules; • Explore why rules are different for different age groups, in particular for internet-based activities; • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules. • Identify people who they have a special relationship with;	• Demonstrate strategies for working on a collaborative task; • Define successful qualities of teamwork and collaboration. • Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others. • Recognise that there are times when they might need to say 'no' to a friend; • Describe appropriate assertive strategies for saying 'no' to a friend.

• Suggest strategies for maintaining a positive relationship with their special people. • Rehearse and demonstrate simple strategies for resolving given conflict situations. • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; • Rehearse and use, now or in the future, skills for making up again. • Express opinions and listen to those of others; • Consider others' points of view; • Practise explaining the thinking behind their ideas and opinions. • Explain what a dare is; • Understand that no-one has the right to force them to do a dare; • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.	• Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings. • Identify a wide range of feelings; • Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to physical state. • Give examples of strategies to respond to being bullied, including what people can do and say; • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. •
Year 5	Year 6
• Explain what collaboration means; • Give examples of how they have worked collaboratively; • Describe the attributes needed to work collaboratively. • Explain what is meant by the terms negotiation and compromise; • Describe strategies for resolving difficult issues or situations. • Demonstrate how to respond to a wide range of feelings in others; • Give examples of some key qualities of friendship; • Reflect on their own friendship qualities. • Identify what things make a relationship unhealthy; • Identify who they could talk to if they needed help. • Recognise basic emotional needs, understand that they change according to circumstance; • Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. • Identify characteristics of passive, aggressive and assertive behaviours; • Understand and rehearse assertiveness skills.	• Demonstrate a collaborative approach to a task; • Describe and implement the skills needed to do this. • Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. • Recognise and empathise with patterns of behaviour in peer-group dynamics; • Recognise basic emotional needs and understand that they change according to circumstance; • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. • Describe ways in which people show their commitment to each other; • Know the ages at which a person can marry, depending on whether their parents agree; • Understand that everyone has the right to be free to choose who and whether to marry. • Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal.

If N/A please leave blank.

Health education content per year group:

EYFS	Reception
- Name what their bodies need for energy (food, water, exercise, sleep) - Describe how they feel when they don't have enough food, water, exercise or sleep - Make healthy choices independently, in their home or education setting - Explain how people might feel if they find something hard - Suggest ways to encourage others to keep going - Have a go at challenging themselves - Develop skills in planning, reviewing applying a trial and error approach - Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone - Communicate with others by sharing with and listening to each other's ideas	- Share an experience where they haven't achieved their goal. - Develop their confidence and resilience towards having a growth mindset. - Name a strategy to overcome a hurdle. - Recognise that some skills take time to learn. - Plan and review an achievable goal. - Celebrate the successes of their peers. - Name and choose healthy foods and drink. - Understand there are some foods that are a "just sometimes" food or drink (eating in moderation). - Explain the jobs of different food groups. - Identify the 5 ways to support their wellbeing. - Name some activities or ideas to promote positive mental health. - Reflect on their mental health and how they can protect it. - Describe the changes in their body during exercise and what is happening to their body. - Explain how exercise can help us stay well - physically and mentally. - Name some ways to keep their body fit and well. - Understand why our body needs sleep. - Talk about their own bedtime routine. - Suggest ways to have a calm evening and bedtime routine.
Year 1	Year 2
- Recognise the importance of fruit and vegetables in their daily diet; - Know that eating at least five portions of vegetables and fruit a day helps to maintain health. - Recognise that they may have different tastes in food to others; - Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; - Recognise which foods we need to eat more of and which we need to eat less of to be healthy. - Recognise the importance of regular hygiene routines; - Sequence personal hygiene routines into a logical order. - Understand how diseases can spread;	- Explain the stages of the learning line showing an understanding of the learning process; - Help themselves and others develop a positive attitude that support their wellbeing; - Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. - Understand and give examples of things they can choose themselves and things that others choose for them; - Explain things that they like and dislike, and understand that they have choices about these things; - Understand and explain that some choices can be either healthy or unhealthy

• Recognise and use simple strategies for preventing the spread of diseases. • Recognise that learning a new skill requires practice and the opportunity to fail, safely; • Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel.	and can make a difference to their own health. • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses. • Explain the importance of good dental hygiene; • Describe simple dental hygiene routines. • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Describe how food, water and air get into the body and blood.
Year 3	Year 4
• Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy balanced meal. • Explain how some infectious illnesses are spread from one person to another; • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Suggest medical and non-medical ways of treating an illness. • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); • Describe how food, water and air get into the body and blood. • Develop skills in discussion and debating an issue; • Demonstrate their understanding of health and wellbeing issues that are relevant to them; • Empathise with different view points; • Make recommendations, based on their research. • Identify their achievements and areas of development; • Recognise that people may say kind things to help us feel good about ourselves; • Explain why some groups of people are not represented as much on television/in the media. • Explain some of the different talents and skills that people have and how skills are developed; • Recognise their own skills and those of other children in the class.	• Identify ways in which everyone is unique; • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Give examples of choices they make for themselves and choices others make for them; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; • Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). • Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); • Suggest ways the Seven Rs recycling methods can be applied to different scenarios. • Define what is meant by the word 'community'; • Suggest ways in which different people support the school community; • Identify qualities and attributes of people who support the school community.

Year 5	Year 6
• Know the basic functions of the four systems covered and know they are inter-related. • Explain the function of at least one internal organ. • Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. • Identify their own strengths and talents; • Identify areas that need improvement and describe strategies for achieving those improvements. • State what is meant by community; • Explain what being part of a school community means to them; • Suggest ways of improving the school community. • Identify people who are responsible for helping them stay healthy and safe; • Identify ways that they can help these people.	• Identify aspirational goals; • Describe the actions needed to set and achieve these. • Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues. • Identify risk factors in a given situation; • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. • Recognise what risk is; • Explain how a risk can be reduced; • Understand risks related to growing up and explain the need to be aware of these; • Assess a risk to help keep themselves safe. •

If N/A please leave blank.

Sex Education content per year group:

EYFS	Reception
• Describe seasonal changes • Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot • Describe the life cycle of an animal • Talk about how babies change as they grow • Explain what babies need and how this changes as they grow • Share their own experiences and listen to those of the others • Talk about the similarities and differences between the males and females • Begin to play inclusively with their friends, regardless of their sex (if not already doing so) • Think differently and more openly about what a family may look like	• Name the different seasons and describe their differences. • Explain the changes that occur as seasons change. • Talk about how they have grown in resilience. • To understand that animals and humans change in appearance over time. • Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). • Make observations and ask questions about living things. • Retell a story and respond to questions about it. • Use the language and describe the different life stages of: baby, child, teenager, adult, older age. • Talk about their own experience of growing up. • Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. • Understand that every family is different. • Talk about similarities and differences between themselves and others.

	- Name parts of the body (including reproductive parts) using the correct vocabulary. - Explain which parts of their body are kept private and safe and why. - Tell or ask an appropriate adult for help if they feel unsafe.
Year 1	Year 2
- Understand that the body gets energy from food, water and air (oxygen); - Recognise that exercise and sleep are important parts of a healthy lifestyle. - Identify things they could do as a baby, a toddler and can do now; - Identify the people who help/helped them at those different stages. - Understand some of the tasks required to look after a baby; - Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. - Explain the difference between teasing and bullying; - Give examples of what they can do if they experience or witness bullying; - Say who they could get help from in a bullying situation. - Explain the difference between a secret and a nice surprise; - Identify situations as being secrets or surprises; - Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. - Identify parts of the body that are private; - Describe ways in which private parts can be kept private; - Identify people they can talk to about their private parts.	- Demonstrate simple ways of giving positive feedback to others. - Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. - Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); - Understand and describe some of the things that people are capable of at these different stages. - Identify which parts of the human body are private; - Explain that a person's genitals help them to make babies when they are grown up; - Understand that humans mostly have the same body parts but that they can look different from person to person. - Explain what privacy means; - Know that you are not allowed to touch someone's private belongings without their permission; - Give examples of different types of private information. - Identify how inappropriate touch can make someone feel; - Understand that there are unsafe secrets and secrets that are nice surprises; - Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.
Year 3	Year 4
- Identify different types of relationships; - Recognise who they have positive healthy relationships with. - Understand what is meant by the term body space (or personal space); - Identify when it is appropriate or inappropriate to allow someone into their body space; - Rehearse strategies for when someone is inappropriately in their body space. - Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; - Recognise and describe appropriate behaviour online as well as offline;	- Describe some of the changes that happen to people during their lives; - Explain how the Learning Line can be used as a tool to help them manage change more easily; - Suggest people who may be able to help them deal with change. - Name some positive and negative feelings; - Understand how the onset of puberty can have emotional as well as physical impact - Suggest reasons why young people sometimes fall out with their parents; - Take part in a role play practising how to compromise. - Know the key facts of the menstrual cycle;

• Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm. • Understand that for girls, periods are a normal part of puberty.	• Understand that periods are a normal part of puberty for girls; • Identify some of the ways to cope better with periods. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Understand that marriage is a commitment to be entered into freely and not against someone's will; • Recognise that marriage includes same sex and opposite sex partners; • Know the legal age for marriage in England or Scotland; • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
Year 5	Year 6
• Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience. • Identify people who can be trusted; • Understand what kinds of touch are acceptable or unacceptable; • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe. • Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens. • Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty. • Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.	• Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks. • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people. • Understand the risks of sharing images online and how these are hard to control, once shared; • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. • Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change; • Identify people who can support someone who is dealing with a challenging time of change. • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;

	• Suggest strategies that would help someone who felt challenged by the changes in puberty; • Understand what FGM is and that it is an illegal practice in this country; • Know where someone could get support if they were concerned about their own or another person's safety. • Identify the changes that happen through puberty to allow sexual reproduction to occur; • Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means.
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Right to withdraw:

Department for Education (DfE) statutory requirements for Relationships and Health Education

From September 2020, schools will have to teach Relationships and Health Education.

You can read about these changes in this DfE guide for parents< here:

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools> The DfE also strongly encourages primary schools to deliver sex education to help prepare children for their transition to secondary school.

Most schools are already delivering very effective Relationships and Sex Education (RSE) and the new guidance is simply about ensuring that **all** children get the information they need and want. The lessons will help children to learn about their bodies including the changes that take place at puberty, and will help keep them safe, so they can form healthy relationships (friendships) with others, now and in the future.

At our school we are using the leading children's health and wellbeing charity, Coram Life Education (CLE) to support us in meeting these legal requirements. We do this by using Coram Life Education's online SCARF teaching resources.

More information about Coram Life Education and SCARF can be found on their website:

www.coramlifeeducation.org.uk

Research shows that not delivering this vital education puts our children at greater risk of poor mental health. We know this because every year, around 25% of girls start their periods learning about them at school. This can result in them agonising over why they are bleeding and how serious the cause might be. Similarly, 38% of boys experience wet dreams before having learnt about them, leaving them open to shame and stigma over a natural bodily function; this can lead to problems later in life. Current government Sex and Relationships Education guidance states that children should learn about puberty before they experience it, but clearly this isn't happening in some schools – one of the reasons why making this subject statutory in all schools is so important.

We also know that RSE has a protective factor when it comes to safeguarding children. 1 in 20 children are sexually abused and 1 in 3 of these do not report this to an adult. Sexual abuse can happen to any child; the best way to safeguard children is to ensure that they receive information on

naming parts of their body, knowing the difference between appropriate and inappropriate touch, and having the skills and confidence to find and talk to a trusted adult to report any abuse.

Research now shows that children with better health (including mental health) and wellbeing are likely to achieve better academically. By learning about positive relationships, respect for themselves and others, and behaving appropriately and safely online, they are better able to enjoy their friendships and therefore focus more at school.

There is sometimes concern that RSE in school might promote sexual experimentation or cause confusion about an individual's sexuality. Research on quality Relationships and Sex education in the UK by the National Survey of Sexual Attitudes and Lifestyles team consistently shows that men and women that reported that *lessons at school were their main source of information about sex* were more likely to have started having sex at a **later age** than those for whom parents or other sources were their main source.

You and your child will have the opportunity to give us valuable feedback regarding the programme; we will be conducting some evaluations with the children following their session and you are very welcome to come into school to see the resources for yourself.

We recognise that parents play a vital part in their child's RSE, and we encourage you to discuss these themes with your child at home as well. If further advice or support is required, or if you have any questions about the programme or would like to view the resources or withdraw your child from any of the lessons, please don't hesitate to speak to your child's class teacher or the Head teacher.

Please contact us to make an appointment if you wish to discuss any aspect of our curriculum further.

Please see below a useful document produced by the government, which provides answers to frequently asked questions:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs)