



# Relationships and Health Education at Rode Heath Primary

Relationships and Health Education helps children understand their health and relationships so they can make safe, informed choices, build confidence and respect for themselves and others and recognise when something isn't right and how to seek help.



# Welcome to: Primary Relationships & Health Education (RHE) in Rode Heath Primary School

- ▶ Welcome and introductions
- ▶ Purpose of tonight's session
- ▶ Opportunity for questions at the end
- ▶ Information table / Website

# Why Relationships & Health Education Matters

- ▶ Supports children's wellbeing and safety
- ▶ Helps children build healthy relationships
- ▶ Encourages respect, kindness and resilience
- ▶ Prepares children for growing up in a changing world

## The Rode Heath Way...Our Values and Aims

**Our Mission Statement:**

*"Inspiring learning; nurturing minds; achieving for life."*

**Our Core Values:**

*Curiosity, teamwork, fairness and resilience.*

# Statutory Requirements

- ▶ Relationships Education is compulsory in all primary schools (since September 2020)
- ▶ Health Education is compulsory in all state-funded schools
- ▶ Content set out in Department for Education guidance
- ▶ Age-appropriate and developmentally appropriate

# Background

▶ Personal Social Health Education - PSHE  
(Hearts & Minds)



▶ Relationships & Sex Education - RSE



▶ Health Education

▶ Relationships Education



Became mandatory in  
2020 in maintained  
primary schools in  
England

# Lots of objectives to be taught

Relationships Education, Relationships and Sex Education (RSE) and Health Education |

## Relationships Education

By the end of primary school:

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• <b>that</b> families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage (including same-sex marriage) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• <b>how</b> important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• <b>that</b> healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• <b>that</b> most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• <b>the</b> importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• <b>practical</b> steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• <b>the</b> conventions of courtesy and manners.</li> <li>• <b>the</b> importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• <b>what</b> a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• <b>the</b> importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• <b>that</b> people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• <b>that</b> the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• <b>the</b> rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>how</b> to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• <b>how</b> information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• <b>what</b> sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• <b>about</b> the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• <b>that</b> each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• <b>how</b> to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• <b>how</b> to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• <b>how</b> to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• <b>how</b> to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• <b>where</b> to get advice e.g. family, school and/or other sources.</li> </ul>

## Health Education

By the end of primary school:

<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• <b>that</b> mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>

	<ul style="list-style-type: none"> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online (including understanding that information, including that from search engines, is ranked, selected and targeted).</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• <b>the</b> characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• <b>the</b> risks associated with an inactive lifestyle (including obesity).</li> <li>• <b>how</b> and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• <b>what</b> constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• <b>the</b> principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• <b>the</b> facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• <b>how</b> to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• <b>about</b> safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• <b>the</b> importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• <b>about</b> dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• <b>about</b> personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• <b>the</b> facts and science relating to immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• <b>how</b> to make a clear and efficient call to emergency services if necessary.</li> <li>• <b>concepts</b> of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• <b>how</b> facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• <b>about</b> menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

## Health Education

- Looking after mental health
- Healthy lifestyles and exercise
- Basic hygiene
- Healthy eating
- Understanding feelings
- Staying safe
- Changing adolescent body

Cross-curricular links - Computing (E-safety), R.E.,  
Science, Design & Technology (food and cooking), P.E...

# What Primary Schools Do NOT Teach

- ▶ Sex education beyond the national curriculum for science
- ▶ Explicit or inappropriate content
- ▶ Anything not age-appropriate



# Our Values and Approach

- ▶ Linked to our school values/ethos
- ▶ Inclusive and respectful
- ▶ Evidence-based
- ▶ Safe space for questions
- ▶ Clear safeguarding procedures

# Supporting Different Ages and Stages

- ▶ Content builds from EYFS to Year 6
- ▶ Age-appropriate / community appropriate progression
- ▶ Responding to children's questions

Year 1
Year 2
Year 3
Year 4
Year 5
Year 6

**Reception  
Our Lives**

**Year 1  
Growing and Caring  
For Ourselves**

**Year 2  
Differences**

Lesson 1: **Differences: Boys and Girls**  
Lesson 2: **Differences: Male and Female**  
Lesson 3: **Naming the Body Parts**

**Year 3  
Valuing Difference  
and Keeping Safe**

Lesson 1: **Differences: Male and Female**  
Lesson 2: **Personal Space**  
Lesson 3: **Family Differences**

**Year 4  
Growing Up**

Lesson 1: **Growing and Changing**  
Lesson 2: **What is Puberty?**  
Lesson 3: **Puberty Changes and Reproduction**

**Year 5  
Puberty**

Lesson 1: **Talking about Puberty**  
Lesson 2: **Male and Female Changes**  
Lesson 3: **Puberty and Hygiene**



Lesson 2: **Growing and Changing**  
Lesson 3: **Families and Care**

# What *we don't* teach

## Year 7 (Secondary - Age 11-12)

RSE (compulsory)

◇ This is where it becomes more detailed and legally required.

Must include:

- ▶ Sexual intercourse
- ▶ The legal age of consent
- ▶ Contraception methods
- ▶ STIs (including HIV)
- ▶ Sexual health services
- ▶ Consent in intimate relationships
- ▶ Sexual exploitation and abuse
- ▶ Pornography and its impact

# Working in Partnership with Parents

- ▶ Parents are children's first educators
- ▶ Sharing curriculum information
- ▶ How parents can support learning at home

# Right to Withdraw

- ▶ Parents cannot withdraw from Relationships or Health Education
- ▶ Parents can request withdrawal from any additional sex education, but we don't teach this in our school

# Frequently Asked Questions

- ▶ Is it age-appropriate?
- ▶ How are different beliefs respected?
- ▶ What about online safety?
- ▶ How do you handle difficult questions?

# Questions & Discussion

- ▶ For specific questions about what your child is learning, refer to the weekly overview - or speak to the class teacher