

SRE/HE

Curriculum 2020.21



This document outlines the following:

Sex, Relationship, and Health Education Policy
PHSCE Curriculum Overview
PHSCE Curriculum Strands

ASPIRE Federation
Kingswood Primary School
Leeds & Broomfield CE Primary School
Platts Heath Primary School
Ulcombe CE Primary School

Relationship Education and Health Education Programme Policy - REHE



Relationship Education and Health Education Programme Overview

ASPIRE's Relationship Education and Health Education Programme will help prepare pupils for the opportunities, experiences and responsibilities of adult life in different contexts by focusing on relationship education, leading a healthy lifestyle and promoting on-line safety and education. The scheme will also promote SMSC, mental and physical development of pupils, whilst embedding core values during their time at school and within society.

Definition of Relationship Education

Relationship Education and Health Education is compulsory for all pupils receiving primary education.

The scheme will present knowledge that will enable pupils to make informed decisions when faced with challenges of creating a successful and happy adult life, and aims to support them in developing the capacity to make positive decisions about their health and relationships, as well as their wellbeing in order to build their self-efficacy. Its aim is to teach pupils to put their knowledge into practice whereby they can develop their capacity to make sound decisions when faced with challenges, complex contexts and risks in their life. The programme of Relationship Education and Health Education will be imbedded within the curriculum areas/subjects to support young people to develop their resilience, knowing when and how to ask for help, as well as where to access support. This will focus on a complementary programme of study, where cross-linking themes are woven in a carefully sequenced way within specific subject areas of study; these are outlined below. Planning will ensure the scheme covers real life scenarios and contexts, rather than the delivery of stand-alone topics that are disjointed and segregated from real world situations. A pupil being able to apply their knowledge to their own life experiences is fundamental to the programme's success.

Coverage

The coverage of each area will be tailored and appropriate to the specific key stage of the pupils within each school. Teachers will deliver specific content that meets the need of the child and school context, to ensure support, development and effective coverage of both Relationship and Health Education is delivered. The content of the scheme will be sensitive and age appropriate, and will be accessible to all pupils across the federation; including those with SEND. *Sex Education is not statutory in Primary Schools and therefore, we will not be covering this area of the curriculum. This will however, be compulsory at Secondary Education level. Areas such as naming parts of the body etc will be covered in Science, as it forms part of the Primary National Curriculum.*

Church of England Schools

Both Church Schools within the federation will follow the guidance and scheme of the Diocese. The good understanding of pupils' faiths and backgrounds the schools have, as well as a positive relationship between each school and their local faith communities has constructively supported the design of the programme of study. The Relationship and Health Education curriculum will also reflect the law (including the Equality Act 2010), as it applies to relationships, enabling young people to clearly understand what the law allows and does not allow, and the wider implications of decisions they may make.

Areas of Study

The Relationship Education and Health Education Programme of Study will focus on the following areas:

Relationship Education

Health Education

Mental and Physical Development

Spiritual, Moral, Social, Cultural (SMSC)

Internet Safety

Equality and Diversity

The above areas will be taught across the PE, PHSE (Personal, Health, Social, Economic), ICT, Topic, Assembly/Worship subjects of the daily curriculum and will be monitored and evaluated by Learning Walks, Pupil Voice and Work Scrutiny to gather evidence of outcomes and establish continual, informed Actions of Development.

The PHSE 3 main areas of study are:

1. Living in the Wider World
2. Relationships
3. Health and Wellbeing

Please see diagram below of where each REHE fits into these PHSE topics.

Some skills will be revisited to ensure those areas are being embedded and developed within a child's Primary Journey, ready for Secondary School.

Relationship Education

In an ever changing world, pupils need to understand from an early age how to interact and access the world around them safely and positively. By the end of primary school, pupils will have the knowledge of the following themes:

Families and people who care for me, Caring Friendships, Respectful Relationships, Online Relationships and Being Safe.

Health Education – physical and mental wellbeing

We as educators also need to ensure pupils start to know how to lead a healthy lifestyle, both physically and mentally so that this can then be developed further when pupils go on to secondary school. By the end of primary, pupils will have covered the following themes:

Internet Safety and Harms, Mental Wellbeing, Physical Health and Fitness, Healthy Eating, Drugs, alcohol and Tobacco, Health and Prevention and Changing Adolescent body.

Why is it compulsory?

As outlined above, Relationship Education and Health Education is compulsory for all pupils receiving primary education. All pupils receiving a primary education have the right to access knowledge and support on areas that will enable them to be well-rounded individuals; giving them the tools to make informed and sound decisions as they journey through primary into secondary education and beyond. Developing this knowledge, and the ability to apply it, is fundamental in giving them the opportunities to live a happy, safe and successful adult life.

Relationship Education and Health Education is the foundation of a pupil's learning, which needs to start early on at primary school level. Here, we will create the fundamental building blocks and characteristics of positive relationships, particularly referencing family relationships, relationships with other children and with adults. Our school values are taught early on so that positive relationships start with taking turns, treating others with kindness, consideration and respect, and the importance of honesty and truthfulness. Pupils will establish personal space and boundaries with friends and others, whilst understanding safe relationships; areas which are key to understanding other subjects that will be developed upon in secondary school.

The Right to Withdraw

Relationship and Health Education, as stated above, is compulsory in all Primary Schools. Sex Education is not compulsory in Primary Schools, therefore The ASPIRE Federation will only deliver the Relationship and Health Education part of the curriculum, outlined by the DfE. Due to the Federation omitting Sex Education across the four schools (as outlined in 'Coverage' section above, there will not be an option for parents to withdraw their child from any part of the curriculum.

Aims of Programme

ASPIRE's programme of study, through the tailored needs of each school's pupils, demographic and community within which it is placed, has been designed to deliver a seamless and balanced curriculum which builds on each pupil's knowledge throughout their primary journey. The programme aims to equip each child with the knowledge and skills to make informed choices and decisions throughout their childhood. This is achieved through everyday scenarios and experiences in order to equip them with a 'natural' resilience to challenges they may be faced with now and in the future. Our aim is to 'inform' pupils and give them knowledge in order to ensure that every child's Relationship and Health Education skills are continuously developed; whereby teaching them 'how', 'when' and 'why' to apply those skills, will result in opportunities to live a happy, safe and successful adult life.

The PHSE curriculum Overview

The PHSE curriculum covers three main areas:

Living in the Wider World

Relationships

Health and Wellbeing

Within these three areas, the curriculum strands that ensure **Relationship & Health Education**, **British Values** and **SMSC** are embedded. There will be opportunities to plan for these areas of PHSE within PE, Topic, Assemblies, Focus Days and stand-alone discussion time.

The PHSE Curriculum Strands that crossover the three main areas above are as follows:

Living in the Wider World

Identity, society and equality

Careers, financial capability and economic wellbeing

Environment

Relationships

Relationship education

(Sex Education is not compulsory for Primary Schools, therefore at ASPIRE we will only be delivering the Relationship & Health Education programme)

Health and Wellbeing

Physical Health and Wellbeing

Mental health and emotional wellbeing

Keeping safe and managing risk

Drug, alcohol and tobacco education

Skills/Areas of Study – by Year Group

In Year R, children’s personal, social and emotional development (PSED) is crucial for them to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. The topics covered are: Self-regulation, Managing Self and Making Relationships.

YrR			
Theme	Self-regulation	Managing Self	Making Relationships
Skills	<p>Show an understanding for their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, be able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions, involving several ideas or actions.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Children play co-operatively, taking turns with others.</p> <p>They show sensitivity to others needs and feelings.</p> <p>Form positive relationships and attachments with adults and other children.</p> <p>They take account of one another’s ideas about how to organise their activity.</p>

Yr1			
Theme	Living in the wider world	Health and Wellbeing	Relationships
Skills	<p>How can they contribute to the life of the classroom and school</p> <p>To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</p> <p>That people and other living things have rights and that everyone has responsibilities to protect those rights</p> <p>That they belong to different groups and communities such as family and school.</p> <p>Ways in which they are all unique; there will never be another 'them'.</p> <p>Ways in which we are the same as all other people; what we have in common with everyone else.</p>	<p>Recognise what they like and dislike.</p> <p>Importance of, and how to maintain personal hygiene.</p> <p>About good and not so good feelings, describe feelings and manage feelings.</p> <p>About people who look after them, family networks, who to go to if they are worried, attract attention.</p> <p>Road, cycle, rail, water, environment and fire safety.</p> <p>Informed choices that improve physical and emotional health.</p> <p>To think about themselves, learn from experiences, recognise and celebrate their strengths and set simple but challenging goals.</p> <p>Process of growing from young to old and how the needs of people.</p> <p>What is meant by 'privacy' – right to keep things private, respecting others.</p>	<p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To recognise that their behaviour can affect other people.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p>

Yr2			
Theme	Living the wider world	Health and Well-being	Relationship
Skill	<p>How can they contribute to the life of the classroom and school.</p> <p>To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</p> <p>About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>	<p>Recognise that choices can have good and not so good consequences.</p> <p>About change and loss and the associated feelings.</p> <p>How some diseases can be spread and be controlled.</p> <p>Household products can be harmful including medicines if not used correctly.</p> <p>What constitutes and how to maintain a healthy lifestyles (physical, rest, eating , dental health)</p> <p>Growing and changing – new responsibilities. Names for the main parts of the body including external genitalia. Similarities and differences between boys and girls.</p> <p>Ways that pupils can help people who look after them and protect them more easily.</p> <p>To recognise that they share a responsibility for keeping themselves and other safe – when to say yes, no, I'll tell and not to keep secrets.</p>	<p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>

Yr3			
Theme	Living the wider world	Health and Well-being	Relationship
Skills	<p>Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>To consider the lives of people living in other places, and people with different values and customs.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p>	<p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To differentiate between the terms risk, danger and hazard. School rules about Hand S, basic emergency aid, where and how to get help.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>About people who are responsible for helping them to stay safe and healthy; how they can help these people to keep them healthy and safe.</p>	<p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>That their actions affect themselves and others.</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary.</p> <p>Constructively challenge others' points of view to work collaboratively towards shared goals to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p>

Yr4			
Theme	Living the wider world	Health and Well-being	Relationship
Skills	<p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p>	<p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p>What is meant the term 'habit' and why habits can be hard to change.</p> <p>That bacteria and viruses can affect health and that following simple routines can reduce the spread.</p> <p>To recognise when they need help, to develop skills to ask for help, use basic techniques to resist pressure to something dangerous or unhealthy that makes them feel uncomfortable.</p> <p>The responsible use of a mobile phone, safe keeping and safe habits – time limits, turning it off at night.</p>	<p>To recognise and challenge stereotypes.</p> <p>That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p>

Yr5			
Theme	Living the wider world	Health and Well-being	Relationships
Skills	<p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p>	<p>What positively and negatively affects their physical, mental and emotional health.</p> <p>How to make informed choices and to begin to understand the concept of a 'balanced lifestyle'. How pressure to behave in unacceptable, unhealthy or risky ways can come from a range of sources including people and media (online)</p> <p>How to manage request for images of themselves and others; what is and is not appropriate to ask for and share; who to talk to if they feel uncomfortable or are concerned.</p> <p>To recognise how images in the media and online do not always reflect reality and can affect how people feel about themselves.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly including road use and to use this as an opportunity to build resilience.</p> <p>Strategies for keeping physically and emotionally safe including road safety – rail and water.</p>	<p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).</p> <p>To recognise and manage 'dares'.</p> <p>To recognise and challenge stereotypes.</p>

Yr6			
Theme	Living the wider world	Health and Well-being	Relationship
Skills	<p>To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p> <p>To explore and critique how the media present information.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>To consider the lives of people living in other places, and people with different values and customs.</p> <p>To know that there are some cultural practices which are against British law and universal human rights.</p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p>	<p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>Which, why and how, commonly available substances and drugs including alcohol, tobacco and energy drinks can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>About change, including transitions, loss, separation, divorce and bereavement.</p> <p>How their body will, and their emotions may, change as they approach and move through puberty.</p> <p>About taking care of their body, understanding they have a right to protect their body from inappropriate and unwanted contact – how to get support.</p>	<p>About the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p> <p>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) January.</p> <p>That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p> <p>That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p>