



Keir Hardie Primary School

**Inspiring Excellence**

*Our days are always filled with MAGIC*

# Relationships, (Sex) and Health Education

Year 3 Parent/Carer Consultation  
Spring 2020

# Purpose of this consultation:

- RSHE statutory guidance
- Consultation process
- Clarify myths
- Newham data and statistics
- Keir Hardie's draft policy
- Year 4 programme of study



Department  
for Education

# **Relationships Education, Relationships and Sex Education (RSE) and Health Education**

**Statutory guidance for governing bodies,  
proprietors, head teachers, principals, senior  
leadership teams, teachers**

The new curriculum will be  
mandatory from September  
2020.

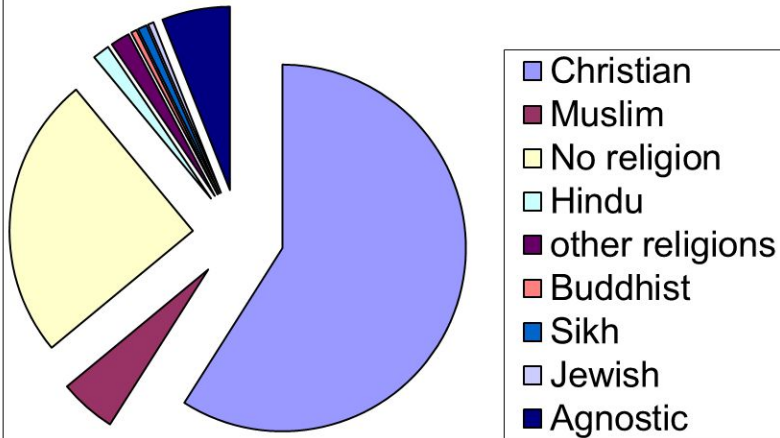


# What does it say?

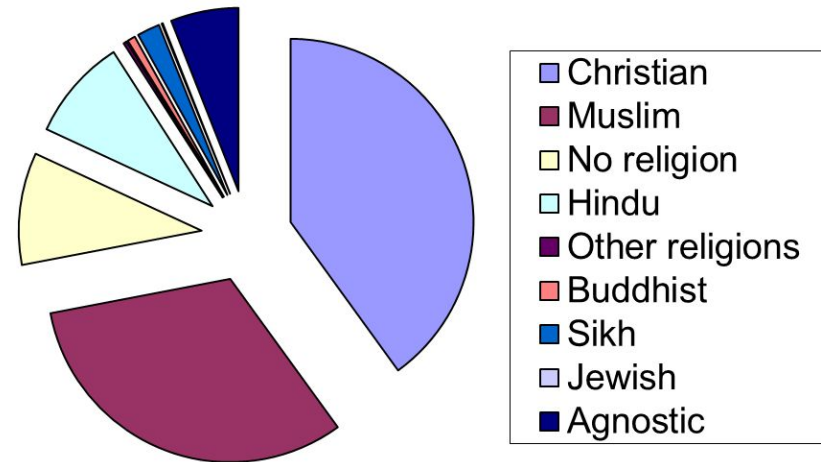
Relationships Education	Relationships and Sex Education	Health Education
<p>All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).</p>	<p>All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section).</p>	<p>All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.</p>

# Newham and uk statistics

UK 2011 census data



Newham Census 2011



**What does this tell us about Newham and the background of our pupils?**

Christian	59
Muslim	5
No religion	25
Hindu	1.5
other religions	1.7
Buddhist	0.5
Sikh	0.8
Jewish	0.5
Agnostic	6

Christian	40
Muslim	32
No religion	9.9
Hindu	9
Other religions	0.3
Buddhist	0.7
Sikh	2
Jewish	0.1
Agnostic	6

# Inclusive Relationships and health education is student-sensitive Relationships and health education

Protected characteristics - 2010 Equality Act

Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation

## The Equality Act 2010 and schools

Departmental advice for school leaders,  
school staff, governing bodies and local  
authorities



*Teaching should be based on facts and should enable pupils to develop an understanding of how the law applies to different relationships. Teachers must have regard to statutory guidance on sex and relationship education (now RSHE), and to meet duties under equality and human rights law (DfS. 2014)*

# The purpose of Relationships and Health Education in our curriculum

## Safeguarding our pupils

- All children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain.
- The units are designed to equip your child with knowledge, to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.
- The world for all young people looks very different from the way it did

# Relationships Education

To build positive and safe relationships, including with family, friends and online.

Is taught in an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe



# What will be taught in Lower KS2?

## Year 3 overview for Relationships Education

YEAR 3 — MEDIUM-TERM OVERVIEW		
Term	Topic	In this unit of work pupils will learn...
Autumn - Relationships	<b><u>Families and friendships</u></b>  Families and friendships What makes a family; features of family life	<ul style="list-style-type: none"> <li>• to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>• that being part of a family provides support, stability and love</li> <li>• about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>• about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>• to identify if/when something in a family might make someone upset or worried</li> <li>• what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>
	<b><u>Safe relationships</u></b>  Personal boundaries; safely responding to others; the impact of hurtful behaviour	<ul style="list-style-type: none"> <li>• What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>• about what privacy and personal boundaries are, including online</li> <li>• basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>• that bullying and hurtful behaviour is unacceptable in any situation</li> <li>• about the effects and consequences of bullying for the people involved</li> <li>• about bullying online, and the similarities and differences to face-to-face bullying</li> <li>• what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>
	<b><u>Respecting ourselves and others</u></b>  Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	<ul style="list-style-type: none"> <li>• to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>• how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>• the importance of self-respect and their right to be treated respectfully by others</li> <li>• what it means to treat others, and be treated, politely</li> <li>• the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>

# Year 4 overview for Relationships Education

YEAR 4 — MEDIUM-TERM OVERVIEW		
Term	Topic	In this unit of work, pupils will learn...
Autumn - Relationships	<b><u>Families and friendships</u></b>  Positive friendships, including online	<ul style="list-style-type: none"> <li>• about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>• strategies to build positive friendships</li> <li>• how to seek support with relationships if they feel lonely or excluded</li> <li>• how to communicate respectfully with friends when using digital devices</li> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• what to do or whom to tell if they are worried about any contact online</li> </ul>
	<b><u>Safe relationships</u></b>  Responding to hurtful behaviour; managing confidentiality; recognising risks online	<ul style="list-style-type: none"> <li>• to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul>
	<b><u>Respecting ourselves and others</u></b>  Respecting differences and similarities; discussing difference sensitively	<ul style="list-style-type: none"> <li>• to recognise differences between people such as gender, race, faith</li> <li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• about the importance of respecting the differences and similarities between people</li> <li>• a vocabulary to sensitively discuss difference and include everyone</li> </ul>

# Health Education

To teach pupils the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

# What will be taught in Lower KS2?

## Year 3 overview for Health Education

Summer - Health and wellbeing	<b><u>Physical health and Mental wellbeing</u></b>  Health choices and habits; what affects feelings; expressing feelings	<ul style="list-style-type: none"> <li>• about the choices that people make in daily life that could affect their health</li> <li>• to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>• what can help people to make healthy choices and what might negatively influence them</li> <li>• about habits and that sometimes they can be maintained, changed or stopped</li> <li>• the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>• what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>• that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>• about the things that affect feelings both positively and negatively</li> <li>• strategies to identify and talk about their feelings</li> <li>• about some of the different ways people express feelings e.g. words, actions, body language</li> <li>• to recognise how feelings can change overtime and become more or less powerful</li> </ul>
	<b><u>Growing and changing</u></b>  Personal strengths and achievements; managing and reframing setbacks	<ul style="list-style-type: none"> <li>• that everyone is an individual and has unique and valuable contributions to make</li> <li>• to recognise how strengths and interests form part of a person's identity</li> <li>• how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>• to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> <li>• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul>
	<b><u>Keeping safe</u></b>  Risks and hazards; safety in the local environment and unfamiliar places	<ul style="list-style-type: none"> <li>• how to identify typical hazards at home and in school</li> <li>• how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• about fire safety at home including the need for smoke alarms</li> <li>• the importance of following safety rules from parents and other adults</li> <li>• how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>

## Year 4 overview for Health Education

Summer - Health and wellbeing	<p><b><u>Physical health and Mental wellbeing</u></b></p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care</p>	<ul style="list-style-type: none"> <li>• to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>• what good physical health means and how to recognise early signs of physical illness</li> <li>• that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>• how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>
	<p><b><u>Growing and changing</u></b></p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p>	<ul style="list-style-type: none"> <li>• how to identify external genitalia and reproductive organs</li> <li>• about the physical and emotional changes during puberty</li> <li>• key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> </ul>
	<p><b><u>Keeping safe</u></b></p> <p>Medicines and household products; drugs common to everyday life</p>	<ul style="list-style-type: none"> <li>• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>• to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> <li>• how to respond if there is an accident and someone is hurt</li> <li>• about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul>



Please take a look at the following documents on your tables:

Keir Hardie's draft policy (RHE)

KS1 programme of study

Example resources

Please speak to staff members if you have any questions