

# **Primary Parent Meeting Relationships and Health Education**

**Welcome**

***Year 1 and 2 Parents***

## Aims of the Meeting

- To give you a brief overview of our statutory duties
- To give you an overview of why and how we deliver our Relationships and Health Education lessons and how they sit within our wider PSHE Education (Personal, Social, Health and Economic) curriculum
- To briefly go over lesson plans and ask us any questions

## School and Home Working Together

*The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.*

# New Department for Education Guidance - September 2020

The DfE have introduced **statutory guidance** on Relationships and Sex Education, Relationships Education and Health Education. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000.

**The guidance will become mandatory in September 2020** - The expectations on schools are as follows:

- **Relationships Education** will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- **Relationships and Sex Education** will be compulsory in all Secondary Schools (or those pupils receiving Secondary Education) – this includes academies, free schools and independent schools
- **Health Education** will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but **not** independent schools as PSHE is already statutory in these schools

# Growing up in 21<sup>st</sup> century Britain

PSHE lessons in schools including lessons that focus on relationships and sex education are taught very differently to the lessons you may have had (or not had) in school. We are also living in a different society and preparing children to be active citizens in a very different world.



# Being an inclusive school

These lessons help to support the following:

- An acceptance that different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils and staff will identify as LGBT+
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers)

# Statutory Science Curriculum – links with RSE and Health

## Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

## Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

# From 2020 all schools will cover these topics:

## Relationships Education

- Families and people who care for the pupil
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being safe

## Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and disease prevention
- Basic First Aid
- Changing adolescent bodies



# Our current curriculum for year 1 and 2

Week	Summer 1	Summer 1
1	<p>Families</p> <ol style="list-style-type: none"> <li>1. Identify the members of my family and understand that there are lots of different types of families</li> <li>2. Know how it feels to belong to a family and care about the people who are important.</li> </ol>	<p>lifecycles</p> <ol style="list-style-type: none"> <li>1. Start to understand the life cycle of animals and humans.</li> <li>2. Understand that changes happen when we grow and that this is ok.</li> </ol>
2	<p>Making friends</p> <ol style="list-style-type: none"> <li>1. Identify what being a good friend means to me.</li> <li>2. Know how to make a new friend.</li> </ol>	<p>Keeping clean</p> <ol style="list-style-type: none"> <li>1. To understand some basic hygiene principles.</li> <li>2. Know how to keep clean and look after oneself.</li> </ol>
3	<p>Greetings</p> <ol style="list-style-type: none"> <li>1. Know appropriate physical contact to greet my friends and know which ways I prefer.</li> <li>2. Recognise which forms of physical contact are acceptable and unacceptable to me.</li> </ol>	<p>Growing and changing</p> <ol style="list-style-type: none"> <li>1. Understand that babies become children and then adults.</li> <li>2. Know the differences between girl and boy babies.</li> </ol>
4	<p>People who help us</p> <ol style="list-style-type: none"> <li>1. Know who can help me in my school community.</li> <li>2. Know when I need help and know how to ask for it.</li> </ol>	<p>Families and care</p> <ol style="list-style-type: none"> <li>1. Know that there are different types of families.</li> <li>2. Know which people we can ask for help.</li> </ol>
5	<p>Being my own best friend</p> <ol style="list-style-type: none"> <li>1. Recognise my qualities as a person and a friend.</li> <li>2. Know ways to praise myself.</li> </ol>	<p>Learning and growing</p> <ol style="list-style-type: none"> <li>1. Know that every time we learn something, I change a little bit</li> <li>2. Learn to enjoy something new.</li> </ol>
6	<p>Celebrating my special relationships</p> <ol style="list-style-type: none"> <li>1. Tell you why I appreciate someone who is special to me.</li> <li>2. Express how I feel about them.</li> </ol>	<p>Coping with changes</p> <ol style="list-style-type: none"> <li>1. Tell you about changes that have happened in my life.</li> <li>2. Know some ways to cope with change.</li> </ol>

Week	Summer 1	Summer 2
1	<p>Families</p> <ol style="list-style-type: none"> <li>1. Identify the different members of my family, understand my relationship with each of them and know why it is important to share and co-operate.</li> <li>2. Accept that everyone's family is different and understand most people value their family</li> </ol>	<p>Differences: boys and girls</p> <ol style="list-style-type: none"> <li>1. Understand that some people have fixed ideas about what boys and girls can do (stereotypes).</li> <li>2. Describe the difference between male and females babies.</li> </ol>
2	<p>Keeping Safe- exploring physical contact</p> <ol style="list-style-type: none"> <li>1. Understand that there are lots of forms of physical contact as a family and that some of this is acceptable and some is not</li> <li>2. Know what types of physical contact I like and don't like and be able to talk about this.</li> </ol>	<p>Differences: Male and female</p> <ol style="list-style-type: none"> <li>1. Describe some differences between male and female animals.</li> <li>2. Understand the human life cycle.</li> </ol>
3	<p>Friends and conflict</p> <ol style="list-style-type: none"> <li>1. Identify some of the things that cause conflict with my friends.</li> <li>2. Demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</li> </ol>	<p>Naming the body parts</p> <ol style="list-style-type: none"> <li>1. Describe the physical differences between males and females.</li> <li>2. Name the male and female body parts.</li> </ol>
4	<p>Secrets</p> <ol style="list-style-type: none"> <li>1. Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</li> <li>2. Know how it feels to be asked to keep a secret I do not want to keep and know how to talk about this</li> </ol>	<p>Assertiveness</p> <ol style="list-style-type: none"> <li>1. Understand there are different types of touch and tell you which ones I like and don't like.</li> <li>2. Be confident to say what I like and don't like and ask for help.</li> </ol>
5	<p>Trust and appreciation</p> <ol style="list-style-type: none"> <li>1. Recognise and appreciate people who can help me in my family my school and my community</li> <li>2. Understand how it feels to trust someone</li> </ol>	<p>Looking ahead</p> <ol style="list-style-type: none"> <li>1. Identify what I am looking forward to when I move to my new class.</li> <li>2. Start thinking about changes I will make in my next year at school and know how to go about this.</li> </ol>
6	<p>Celebrating my special relationships</p> <ol style="list-style-type: none"> <li>1. Express my appreciation for the people in my special relationships</li> <li>2. Be comfortable accepting appreciation from others</li> </ol>	

# Benefits of children being part of lessons in school

- Learning alongside their classmates creates a supportive atmosphere and a shared understanding that these topics are relevant to all of us
- Can help to encourage empathy and an understanding of the wider school community which supports our anti-bullying policy.
- Creates a safe space to learn with ground rules as well as the usual class rules
- Lesson led by the class teacher who knows the children and understands their needs in terms of learning styles, additional support needed and finding out what their current understanding of a topic is
- Children are naturally curious and we feel that it is better to know they are getting accurate, up to date, age appropriate information rather than finding the answer to their questions by searching online, for example

Class teachers are available to answer any questions you may have

**Thank you for coming today**