

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

**Welcome**

***Year 3, 4 and 5 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 resources 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 3, 4 and 5

Week	Summer 1	Summer 2
1	<p>Families</p> <ol style="list-style-type: none"> <li>1. Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</li> <li>2. Describe how taking some responsibility in my family makes me feel.</li> </ol>	<p>Differences: Males and females</p> <ol style="list-style-type: none"> <li>1. To explore the differences between male and females and to name the body parts.</li> </ol>
2	<p>Friendship</p> <ol style="list-style-type: none"> <li>1. Identify and put into practice some of the skills of friendship.</li> <li>2. Demonstrate how to use the positive problem- solving technique to resolve conflicts with my friends.</li> </ol>	<p>Personal Space</p> <ol style="list-style-type: none"> <li>1. Identify types of touch that people like and do not like.</li> <li>2. Understand personal space.</li> <li>3. Talk about ways of dealing with unwanted touch.</li> </ol>
3	<p>Keeping myself safe online</p> <ol style="list-style-type: none"> <li>1. Know and use some strategies for keeping myself safe online.</li> <li>2. Know who to ask for help, if I am worried or concerned about anything online.</li> </ol>	<p>Family differences</p> <ol style="list-style-type: none"> <li>1. Understand that all families are different and have different family members.</li> <li>2. Identify who to go to for help and support.</li> </ol>
4	<p>Being a Global Citizen 1</p> <ol style="list-style-type: none"> <li>1. Explain how some of the actions and work of people around the world help and influence my life</li> <li>2. Show an awareness of how this could affect my choices</li> </ol>	<p>Family stereotypes</p> <ol style="list-style-type: none"> <li>1. Start to recognise stereotypical ideas I might have about parenting and family roles.</li> <li>2. Express how I feel when my ideas are challenged and be willing to change my ideas sometimes.</li> </ol>
5	<p>Being a Global Citizen 2</p> <ol style="list-style-type: none"> <li>1. Understand how my needs and rights are shared by children around the world and identify how our lives may be different.</li> <li>2. Empathise with Children whose lives are different to mine and appreciate what I may learn from them.</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 next 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 web of relationships</p> <ol style="list-style-type: none"> <li>1. Know how to express my appreciation to my friends and family.</li> <li>2. Enjoy being part of a family and friendship group.</li> </ol>	

Week	Summer 1	Summer 2
1	<p>Jealousy</p> <ol style="list-style-type: none"> <li>1. Recognise situations which can cause jealousy in relationships.</li> <li>2. Identify feelings associated with jealousy and suggest strategies to problem solve when this happens.</li> </ol>	<p>Growing and changing</p> <ol style="list-style-type: none"> <li>1. Describe the main stages of the human life cycle.</li> <li>2. Describe the body changes that happen when a child grows up.</li> </ol>
2	<p>Love and loss</p> <ol style="list-style-type: none"> <li>1. Identify someone I love and express why they are special to me.</li> <li>2. Know how most people feel when they lose someone or something they love.</li> </ol>	<p>What is puberty</p> <ol style="list-style-type: none"> <li>1. Discuss male and female body parts using agreed words.</li> <li>2. Know some of the changes which happen to the body during puberty.</li> </ol>
3	<p>Memories</p> <ol style="list-style-type: none"> <li>1. Tell you about someone I know that I no longer see.</li> <li>2. Understand that we can remember people even if we no longer see them.</li> </ol>	<p>Puberty changes and reproductivity</p> <ol style="list-style-type: none"> <li>1. Understand the physical and emotional changes that happen in puberty.</li> <li>2. Understand that children change into adults so they are able to reproduce.</li> </ol>
4	<p>Getting on and Falling out</p> <ol style="list-style-type: none"> <li>1. Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</li> <li>2. Know how to stand up for myself and how to negotiate and compromise.</li> </ol>	<p>Unique me</p> <ol style="list-style-type: none"> <li>1. Understand that some of my personal characteristics have come from birth parents.</li> <li>2. Appreciate that I am a truly unique human.</li> </ol>
5	<p>Girlfriends and Boyfriends</p> <ol style="list-style-type: none"> <li>1. Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older.</li> <li>2. Understand that boyfriend/girlfriend relationships are personal and special.</li> </ol>	<p>Circles of change</p> <ol style="list-style-type: none"> <li>1. Know how the circle of change works and can apply it.</li> <li>2. Know I am confident to try to make changes when I think they will benefit me.</li> </ol>
6	<p>Celebrating my relationships with people and animals</p> <ol style="list-style-type: none"> <li>1. Know how to show love and appreciation to the people and the animals who are special to me.</li> <li>2. Know that I can love and be loved.</li> </ol>	<p>Accepting change</p> <ol style="list-style-type: none"> <li>1. Identity changes that have been and may continue to be outside of my control that I learnt to accept.</li> <li>2. Express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</li> </ol>

Week	Summer 1	Summer 2
1	<p>Recognising me</p> <ol style="list-style-type: none"> <li>1. Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</li> <li>2. Know how to keep building my own self-esteem.</li> </ol>	<p>Talking about puberty</p> <ol style="list-style-type: none"> <li>1. Explain the main physical and emotional changes that happen during puberty.</li> <li>2. Ask questions about puberty with confidence.</li> </ol>
2	<p>Safety with inline communications</p> <ol style="list-style-type: none"> <li>1. Understand that belonging to an online community can have positive and negative consequences.</li> <li>2. Recognise when an online community feels unsafe and uncomfortable.</li> </ol>	<p>Male and female changes</p> <ol style="list-style-type: none"> <li>1. Understand how puberty affects the reproductive organs.</li> <li>2. Describe how to manage physical and emotional changes.</li> </ol>
3	<p>Being in an Online community</p> <ol style="list-style-type: none"> <li>1. Understand there are rights and responsibilities in an online community or social network.</li> <li>2. Recognise when an online community is helpful or unhelpful to me.</li> </ol>	<p>Puberty changes and hygiene</p> <ol style="list-style-type: none"> <li>1. To explore the impact of puberty on the body and the importance of physical hygiene.</li> <li>2. Explore ways to get support during puberty.</li> </ol>
4	<p>Online gaming</p> <ol style="list-style-type: none"> <li>1. Know there are rights and responsibilities when playing a game online.</li> <li>2. Recognise when an online game is becoming unhelpful or unsafe.</li> </ol>	<p>Self-image and body image</p> <ol style="list-style-type: none"> <li>1. Be aware of my own self-image and how my body image fits into that.</li> <li>2. Know how to develop my own self esteem.</li> </ol>
5	<p>My relationship with technology: screen time</p> <ol style="list-style-type: none"> <li>1. Recognise when I am spending too much time using devices.</li> <li>2. Identify things I can do to reduce screen time, so my health isn't affected.</li> </ol>	<p>Looking ahead 1</p> <ol style="list-style-type: none"> <li>1. Understand what I am looking forward to about becoming a teenager and understand this brings growing responsibilities.</li> <li>2. Be confident that I can cope with the changes that growing up will bring.</li> </ol>
6	<p>My relationship with technology: Staying safe and Happy online</p> <ol style="list-style-type: none"> <li>1. Explain how to stay safe when using technology to communicate with my friends.</li> <li>2. Recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.</li> </ol>	<p>Looking ahead 2</p> <ol style="list-style-type: none"> <li>1. Identity what I am looking forward to when I move to my next class.</li> <li>2. To think about changes I will make next year and know how to go about this.</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**