



Relationships & Health Education (RHE)

Information for parents &
carers

2022



Aims

- To explain what the statutory requirements are for schools
- To present the school's policy and long-term plan for RHE
- How we intend to deliver RHE to children at Pickhurst Academy



Relationships & Health Education

RHE stands for: Relationships and Health Education

- From the Summer term 2021, it was compulsory for all primary schools to deliver Relationships Education and Health Education lessons to children
- Relationships Education has 5 core areas of learning:
 - Families and people who care for me
 - Caring friendships
 - Respectful relationships
 - Online relationships
 - Being safe
- Health Education has 8 core areas of learning:
 - Mental well-being
 - Internet safety and harms
 - Physical health and fitness
 - Healthy eating
 - Drugs, alcohol and tobacco
 - Health and prevention
 - Basic first aid
 - Changing adolescent body



Relationships & Health Education

There is some cross-over between Relationships Education and Health Education

Relationships Education	Health Education
Families and people who care for me	Mental Wellbeing
Caring friendships	Internet safety and harms
Respectful relationships	Physical health and fitness
Online relationships	Healthy eating
Being safe	Drugs, alcohol and tobacco
	Health and prevention
	Basic first aid
	Changing adolescent body, including puberty



Relationships & Health Education: The view of the DfE

- To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, DfE, 2020



Some of the documents we use



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

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



The Equality Act 2010 and schools

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

May 2014



School inspection handbook

Handbook for inspecting schools in England under section 5 of the Education Act 2005

This handbook describes the main activities carried out during inspections of maintained schools and academies in England under section 5 of the Education Act 2005.

Published: November 2019
Reference no: 190017



The national curriculum in England

Key stages 1 and 2 framework document

September 2013



Statutory framework for the early years foundation stage

Setting the standards for learning, development and care for children from birth to five

EYFS reforms early adopter version
July 2020



Science programmes of study: key stages 1 and 2

National curriculum in England

September 2013



Equalities Act 2010 and schools

- **9 Protected characteristics** - age, gender reassignment, being married or in a civil partnership, pregnancy or maternity, disability, race, religion or belief, sex, sexual orientation.
- 2.9 schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic. Complaints against the content of the curriculum would not give rise to a valid complaint.
- 3.27 Teaching should be based on facts and should enable pupils to develop an understanding of how the law applies to different relationships.



Why is Relationships and Health Education important?

- Children should know that positive, caring and safe relationships are key
- Children should know that all families are different, and they should understand that some children may be part of a same-sex family, single-parent family and/or part of an adoptive family
- Puberty is starting earlier, for some children from the age of 8
- To address any unwanted misconceptions that children may have
- For safeguarding purposes:
 - Grooming
 - Child sexual exploitation
 - Abuse
 - Sexting
 - Online pornography
 - Female Genital Mutilation (FGM)



Relationships & Health Education is NOT Sex Education

- Children should know the correct terminology and vocabulary for their body parts. Children should know about their bodies and should be able to talk in confidence about what they are feeling / experiencing. This is especially crucial for safeguarding purposes.
- As sex education is not compulsory for primary schools to teach, we will not be delivering a programme of sex education however there is often overlap with some of the topics taught within the Relationships & Health Education lessons.
- The Science National Curriculum does teach aspects of sex education – growing and changing, life cycles, reproduction. As this is part of the National Curriculum, this is compulsory. Parents cannot withdraw their children from these Science lessons.



National Science Curriculum

- Year 5 - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Year 5 - describe the life process of reproduction in some plants and animals.
- Year 5 - describe the changes as humans develop to old age. *(They should learn about the changes experienced in puberty.)*
- Year 6 - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.



How will we deliver RHE at Pickhurst Academy?

To be effective, RHE will:

Be age appropriate

Be progressive, recapping and building on prior knowledge

Be inclusive

Be delivered by trained and knowledgeable staff in a safe environment

Prepare children adequately for puberty in a supportive and safe environment

Prepare children for adult life

Establish and agree basic ground rules that will be followed by children and the teacher

Promote positive relationships

Value all contributions



The RHE curriculum at Pickhurst Academy will:

1

Be linked to the statutory National Curriculum

2

Adhere to the Equality Act 2010

3

Adhere to the Statutory RHSE Guidance 2020

4

Reflect Ofsted expectations regarding tolerance and equality

5

Be focused on how to maintain positive friendships and relationships

6

Be focused on teaching the various forms that a 'family' can look like – same-sex relationships, single parents, children in care, adopted children.



RHE Curriculum Plans

Long-Term Plans, Medium-Term Plans and our PSHE/RHE Curriculum Overview can all be found on our school website

PICKHURST ACADEMY
PSHE MEDIUM TERM PLAN
 WHERE EVERY CHILD COUNTS
 OUR CORE VALUES
 We want all of our children to BE **P.A.C.E. R.S.P.**

Profound Inquisitive Confident Kind Healthy Understanding Respectful Successful Trustworthy

INTENT

At Pickhurst we strongly believe that PSHE equips pupils for the wider world. Our well-planned curriculum linked to statutory DfE requirements ensures that children at Pickhurst develop these skills. The main objective of PSHE teaching at Pickhurst Academy is that children leave us and transition into secondary school successfully and feel comfortable with who they are. Our school ensures that the RfE elements of the PSHE education programme are relevant to all pupils, whatever their gender identity. All pupils learn together about the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. Our scheme acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public bodies to eliminate discrimination and to advance equality in its everyday business. In the design of its policies and curriculum, Schools have a legal responsibility for eliminating discrimination and to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them. To this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them. Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Term	Week 1	Week 2	Week 3	Week 4	Week 5
Autumn 1	Me and My Relationships To understand why we have rules.	Me and My Relationships To know why I have special relationships with.	Me and My Relationships To resolve conflict.	Me and My Relationships To recognise when pressure from others may make me feel uncomfortable or unsafe.	Me and My Relationships To express opinions and respect those of others.

Autumn 1

Year 3

PICKHURST ACADEMY

LEARNING JOURNEY OVERVIEW

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

We want all of our children to **BE P.R.O.U.D**

Proud **Inquisitive** **Confident** **Kind** **Healthy** **Understanding** **Respectful** **Successful** **Trustworthy**

PSHE

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1	2	1	2	1	2
YEAR 3	Me and My Relationships: Co-operation, Friendships	Valuing Difference: Recognising and Respecting Diversity, Being Respectful and Tolerant	Keeping Myself Safe: Managing Risks, Drugs and their Risks, Staying Safe Online	Rights and Responsibilities: Skills we Need to Develop as we Grow Up, Helping and Being Helpful	Being My Best: Keeping Myself Healthy, Celebrating and Developing my Skills	Growing and Changing: Relationships, First Aid, Keeping Safe
YEAR 4	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
YEAR 5	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
YEAR 6	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing

Pickhurst Academy is committed to safeguarding and promoting the welfare of all children and young people.

PICKHURST ACADEMY – PSHE (& RSHE) PROGRESSION MAP

WHERE EVERY CHILD COUNTS

OUR CORE VALUES
We want all of our children to be **P.I.C.K.U.R.S.T.**

CULTURAL CAPITAL
We ensure that we are introducing them to the best that has been thought and said, and it is our mission to engender an appreciation of human creativity and achievement. We want all of our pupils to leave Pickhurst, by the end of KS2, with aspirational goals for their future, without any limitations.

KNOWLEDGE (what we know)

SKILLS (what we do)

APPRECIATION (what we value)

ASPIRATION (who we want to be)

IMPACT

INTENT
The PSHE curriculum at Pickhurst Academy provides values-based, progressive content that promotes mental health, wellbeing, research shows that a pupil's wellbeing and academic performance, in order for our children they need to have good mental health the ability to keep themselves

IMPLEMENTATION
PSHE is taught both in discrete weekly sessions from Year 3 to Year 6 including our ARP. However, we are so passionate about the vital role that PSHE plays in supporting our pupils, our school ethos and culture is intrinsically linked to key PSHE attributes and ensure that taught content is fully aligned to the PSHE Association Framework in order to provide our children with a comprehensive and externally ratified coverage.
SCARF (Scram Education)
Our PSHE coverage uses SCARF as starting point to build upon. The programme aligns fully with

VALUES
Proud
Inquisitive
Confident
Kind
Healthy
Understanding
Respectful
Successful
Trustworthy

IMPACT
Our curriculum ensures that all our children become engaged, active and responsible citizens who recognise and value their contribution to society. They gain a perspective of themselves as both local and global citizens. Our school values and PSHE programme are vital in promoting happiness and well-being so that our children can excel in all aspects of school life, and indeed life in general. Through our curriculum, we believe we are preparing our children for the next stage in their education as well as preparing them ultimately for the adult world.

Trustworthy



Examples of lessons: Year 3

Extending learning in year 2.

New content to include:

- Change including bereavement
- Images in the media
- Protecting personal information online
- Different types of relationships
- Healthy and unhealthy relationships (friendships),
- Discrimination and its consequences
- Understanding risk
- Making informed choices
- Resisting pressure

Sample Learning Outcomes

- Explain some of the feelings someone might have when they lose something important to them
- Recognise and describe appropriate behaviour online as well as offline
- Identify when it is appropriate or inappropriate to allow someone into their body space
- Recognise who they have positive healthy
- relationships with
- Recognise that repeated name calling is a form of bullying



Examples of lessons: Year 4

Extending learning in Y3

New content to include:

- Body changes in puberty
- Menstruation
- Conflicting emotions
- Good and not so good feelings
- Marriage and other relationships
- Consequences of our actions
- Recognise and challenge stereotypes
- Pressures to behave in an unacceptable, unhealthy or risky way

Sample Learning Outcomes

- Understand and explain why puberty happens
- Suggest reasons why young people sometimes fall out with their parents
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony
- Define what is meant by 'being responsible'
- Understand and identify stereotypes, including those promoted in the media
- Understand that we can be influenced both positively and negatively



Examples of lessons: Year 5

Extending learning in Y4

New content to include:

- Body changes and feelings during puberty
- Changing feelings and the effect on those we live with
- Unhealthy relationships
- Risky behaviour
- Using social media safely
- Types of bullying including homophobic & transphobic
- Keeping personal information private online

Sample Learning Outcomes

- Identify some products that they may need during puberty and why
- Understand that for girls, periods are a normal part of puberty
- Recognise some of the feelings associated with feeling excluded or 'left out'
- Identify what things make a relationship unhealthy
- Explore and share their views about decision making when faced with a risky situation
- Recognise that people aren't always who they say they are online
- Recognise that some people can get bullied because of the way they express their gender
- Know how to protect personal information online



Examples of lessons: Year 6

Extending learning in Y5

New content to include:

- Body image
- Sharing images online
- Forced marriage

Sample Learning Outcomes

- Recognise that photos can be changed to match society's view of 'perfect'
- Explore the risks of sharing photos and films of themselves with other people directly or online
- Describe ways in which people show their commitment to each other



Summary

- Parents do **not** have the right to withdraw their children from statutory Relationships & Health Education lessons, as well as any of the statutory Science lessons.
- Schools have the right and obligation to teach RHE topics to prepare children for life when they leave primary school.
- You can view our RHE policy and other RHE related documents on our website: *Curriculum – Subjects - PSHE/RHE*

<https://www.pickhurst.com/pshe-rhe/>

