

Personal Social and Health Economical Education (PSHE) at Heathfield Primary School

From the academic year 2020-2021, all primary schools in England must teach Relationships and Health Education (RSHE). The government has set out guidance about what they expect children to know by the time they leave primary education and, at Heathfield, this will become part of the PSHE curriculum that we already teach.

Our PSHE curriculum gives children the fundamental building blocks that help them to live their lives healthily, responsibly and safely. They will learn to make safe and informed decisions about their wellbeing, health and relationships while also developing resilience to face the challenges of our ever-changing world.

We recognise the key role you play in educating your children and this is especially true for PSHE; it is important that children feel comfortable about discussing the topics both at home and at school. Children are naturally curious and ask questions which we aim to answer in an age-appropriate way – the same as in any other subject. In this way, we hope to avoid them finding inaccurate or badly explained answers in other ways and, in particular, the internet.

What will my child learn about?

Our curriculum is divided into five overarching themes, which cover the statutory requirements and have been carefully planned to be age-appropriate. We will revisit topics each year as the children will see things differently as they naturally mature. Our five overarching themes are:

- Respectful Relationships
- Health and Wellbeing
- Living in the Wider World
- It's My Body
- Staying Safe

Below is a summary of some of the areas covered in each theme across each year group:

	Year 1	Year 2	Year 3
Respectful Relationships	<ul style="list-style-type: none"> • What makes them special? • Personal features and qualities and how they are different to others. • Who is special to them? • Features of family life. • Know to tell someone if they feel unhappy. • Different types of touch e.g hugs, tickling, punches and how it makes people feel. • Kind and unkind behaviour. • Good manners. • Know to tell someone if something about a relationship makes them feel worried or unsafe. • Anti-bullying work. 	<ul style="list-style-type: none"> • Understand families sometimes look different from their own (e.g single parents, same sex-parents) • How to make friends. • What a good friend is. • Recognise hurtful behaviour • Difference between happy surprises and uncomfortable secrets. • Know to tell someone if something about a relationship makes them feel worried or unsafe. • Anti-bullying work. 	<ul style="list-style-type: none"> • What is a family? • Understand families sometimes look different from their own (single parents, same sex parents, step-parents, blended families, foster and adoptive parents). • Being a good friend • What is trust? • Managing arguments between friends • Respectful behaviours. • Know to tell someone if something about a relationship makes them feel worried or unsafe. • Anti-bullying work.
It's My Body	<ul style="list-style-type: none"> • Use the correct names for external body parts (vagina/penis). • Know parts of the body covered with underwear are private. • Basic hygiene routines. 	<ul style="list-style-type: none"> • Use the correct names for external body parts (vagina/penis). • Know parts of the body covered with underwear are private. • Basic hygiene routines • How food and drink affects dental health. 	<ul style="list-style-type: none"> • Keeping their body safe and protected (seatbelt, protective clothing etc). • What to do and who to tell if they feel uncomfortable.
Living in the Wider World	<ul style="list-style-type: none"> • Rules and why they are important. • Know how money is earned. • Recycling. • People who help us. 	<ul style="list-style-type: none"> • Rights and responsibilities. • Different groups within a community. • Diversity. • Looking after money. • Needs and wants. 	<ul style="list-style-type: none"> • The law. • Democracy. • Human rights. • Responsibilities. • Stereotypes related to work. • Setting goals.

Staying Safe	<ul style="list-style-type: none"> • Sun safety • Age restrictions • Basic rules of online safety • Helpful and harmful substances. 	<ul style="list-style-type: none"> • Sun safety. • Road, water, rail safety. • Safety at home – electrical appliances and fire safety. • Stranger danger. • How medicines help people and safety around medicines. • Getting help in an emergency including calling 999. 	<ul style="list-style-type: none"> • Safe and unsafe sun exposure. • Identifying hazards. • Managing risks. • Fire safety • Road, rail and water safety. • Safe use of medicines and household products.
Health and Wellbeing	<ul style="list-style-type: none"> • Healthy and unhealthy foods. • Importance of exercise. • Understanding of different feelings. • Recognising feelings in themselves and others. 	<ul style="list-style-type: none"> • Routines and habits. • Sleep and exercise. • Understanding of different feelings. • Managing big feelings – loss and change. • Ways to calm down and feel good. 	<ul style="list-style-type: none"> • Healthy and unhealthy choices. • Healthy balanced diet. • Exercise as part of a routine. • Identify and talk about feelings • Ways to improve wellbeing.

	Year 4	Year 5	Year 6
Respectful Relationships	<ul style="list-style-type: none"> • Caring for each other. • Respect • Managing problems in friendships. • Healthy friendships. • Difference between 'playful dares' and dares which put people at risk. • Responding to aggressive behaviour, including online. • When it is right to share a secret. • Know to tell someone if something about a relationship makes them feel worried or unsafe. • Anti-bullying work. 	<ul style="list-style-type: none"> • Marriage and civil partnership. • Mutual respect and self-respect. • Overcoming challenges in friendships. • Managing peer influence • Acceptable and unacceptable touch. • Permission-seeking. • Know to tell someone if something about a relationship makes them feel worried or unsafe. • Anti-bullying work. 	<ul style="list-style-type: none"> • Different kind of loving relationships. • Qualities of healthy relationships. • How friendships change. • Managing peer-pressure including online. • Permission –seeking and consent. • Know to tell someone if something about a relationship makes them feel worried or unsafe. • Anti-bullying work.
It's My Body	<ul style="list-style-type: none"> • Oral hygiene • Personal hygiene and germs. • Importance of handwashing. 	<ul style="list-style-type: none"> • Puberty changes. • Menstrual cycle. • How puberty affects emotions and feelings • Hygiene routines. 	<ul style="list-style-type: none"> • Puberty changes. • Menstrual cycle. • Reproductive organs and process. • How babies are conceived and born.
Living in the Wider World	<ul style="list-style-type: none"> • Difference between people in a community. • Respecting differences. • Groups that help people in the community. • Looking after the environment. • Effects spending money has 	<ul style="list-style-type: none"> • Protecting the environment. • Types of discrimination (racism, sexism, homophobia) • Aspirations. • Stereotypes in workplaces. • Keeping track of money. 	<ul style="list-style-type: none"> • Discrimination and prejudice. • Stereotypes. • Value for money. • Risks associated with money.
Staying Safe	<ul style="list-style-type: none"> • Keeping safe outside. • What is meant by a drug? • Drugs common to everyday life and their risks. 	<ul style="list-style-type: none"> • Sun exposure. • Positive risk taking and dangerous behaviour. • Basic first aid. • Age restrictions online. • Medicines that manage illness and allergies. • Effects and risks of legal and illegal drugs. 	<ul style="list-style-type: none"> • Protecting information online. • Why people use drugs , influences and pressure. • Mixed messages in the media relating to drug use.
Health and Wellbeing	<ul style="list-style-type: none"> • Healthy lifestyles. • Risks associated with inactive lifestyle. • Managing setbacks/learning from mistakes. • Identify and talk about feelings. • Uncomfortable feelings. • Ways to increase wellbeing. 	<ul style="list-style-type: none"> • Importance of sleep. • Sleep strategies. • Mixed feelings. • Consequences of a poor diet. • Self-care techniques. 	<ul style="list-style-type: none"> • Recognising early signs of physical illness. • Mixed feelings. • How to get help and support with mental health. • Balancing time online. • Self-care techniques.

Will my child have to take part?

As a parent, you **cannot** withdraw your child from any of the **statutory** content on either relationships or health education. The content outlined in our 'Respectful Relationships', 'Health and Wellbeing' and 'It's My Body' topics all meet statutory requirements. As with any other subject, teachers will ensure that the lesson is taught in a way which means children of all abilities will learn.

We would like to assure you that conversations are held in a safe environment. For example, all classes have set ground rules to make sure children feel confident to share their ideas and we use stories and made-up scenarios so children are not asked to discuss their personal experiences. Teachers also have a good understanding of the needs within their class and what they teach and discuss is age-appropriate. Our school nurse will be invited into school to talk to the children about the menstrual cycle. This will be done in a sensitive manner with girls only.

Year six parents **do** have the right to withdraw your child from the sex education content that we include in our curriculum. This means that you can request that your child does not participate in the lesson on the reproduction process in year 6 (highlighted in red). If you do not want your child to be in the reproduction process lesson, please contact your child's class teacher.

You may have questions about our new curriculum or want some more information. Our updated RSHE policy has been put on our website under statutory – policies. If you do have any questions please contact us by emailing admin@heathfieldprimary.com and use 'PSHE query' as the subject and we will get in touch as soon as possible. Please can you send any queries to us by Wednesday 16th December 2020.

Many thanks for your support.