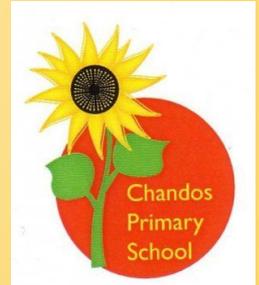


Relationships & Health Education

Whole School Overview
June 2021





Chandos Primary School Relationships and Health Education Curriculum Statement



All children at Chandos Primary School will experience a broad and balanced curriculum enabling them to grow and learn in an environment without prejudice or inequality. The programme of study for RHE is set within the wider context of DFE statutory guidance using 'The Birmingham Approach to Relationships and Health Education in Primary Schools'

Our curriculum will:

- Promote children's engagement in learning through enquiry-led approaches that develop skills, dispositions and attitudes to learning.
- Equip children for their futures in a rapidly changing world recognising the importance of technology, science, languages and communication.
- Value, celebrate and build on children's religious and cultural heritage and develop a sense of identity.
- Develop children to take the lead, accepting responsibility for their behaviour, to show initiative and compassion for others, to make a positive difference in their own lives and others.



HEALTH EDUCATION GUIDANCE

BY THE END OF **KEY STAGE ONE** PUPILS WILL KNOW:

- **Mental Health and Well Being**

- Simple self care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- bullying including cyberbullying has a negative and often lasting impact on mental health well-being.
- there is a normal range of emotions happiness sadness anger fear surprise nervousness and a scale of emotions that all humans experience in relation to different experiences and situations.
- where and how to seek support including recognising the triggers of Seeking support including home in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions including issues arising online.
- how to recognise and talk about emotions including having a very vocabulary of words to use when talking about own and other's feelings.



HEALTH EDUCATION GUIDANCE

BY THE END OF **KEY STAGE TWO** PUPILS WILL KNOW:

- **Mental Health and Well Being**

- mental well-being is a normal part of daily life in the same way as physical health.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- benefits of physical exercise time outdoors community participation voluntary and service based activity on mental well-being and happiness.
- it is common for people to experience mental ill health for many people who do so the problems can be resolved if the right support is made available especially if accessed early enough.

- **Internet Safety and Harms**

- for most people the internet is an integral part of life and has many benefits.
- the benefits of rationing time spent online the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others mental and physical well-being.



HEALTH EDUCATION GUIDANCE

BY THE END OF **KEY STAGE TWO** PUPILS WILL KNOW:

- **Internet Safety and Harms**

- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked selected and targeted.
- where and how to report concerns and get support with issues online.

- **Physical Health and Fitness**

- characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily weekly routines and how to achieve this for example walking or cycling to school daily active mile or other forms of Regular vigorous exercise.
- risks associated with an inactive lifestyle including obesity.
- how and when to seek support including which adults to speak to in the school if they are worried about their health.

- **Basic First Aid**

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first aid for example dealing with common injuries including head injuries.



HEALTH EDUCATION GUIDANCE

BY THE END OF KEY STAGE TWO PUPILS WILL KNOW:

- **Healthy Eating**

- what constitutes a healthy diet including understanding calories and other nutritional content.
- principles of planning and preparing a range of healthy meals.
- characteristics of a poor diet and the risks associated with unhealthy eating including for example obesity and tooth decay.

- **Drugs Alcohol and Tobacco**

- facts about legal and illegal harmful substances and associated risks including smoking alcohol use and drug taking.

- **Health and Prevention**

- how to recognise early signs of physical illness such as weight loss or unexplained changes to the body.
- safe and unsafe exposure to the sun and how to reduce the risk of sun damage.
- importance of sufficient good quality sleep for good health and better lack of sleep can affect weight mood and ability to learn.
- dental health and the benefits of good oral hygiene and dental flossing including regular check-ups at the dentist.



HEALTH EDUCATION GUIDANCE

BY THE END OF **KEY STAGE TWO** PUPILS WILL KNOW:

- **Health and Prevention**

- personal hygiene and germs including bacteria viruses how they are spread and treated and the importance of handwashing.
- facts and science relating to allergies immunisation and vaccination.

- **Changing Adolescent Body**

- key facts about puberty and the changing Adolescent body particularly from age 9 to age 11 including physical and emotional changes.
- menstrual well-being including the key facts about the menstrual cycle.



RELATIONSHIPS EDUCATION GUIDANCE

BY THE END OF **KEY STAGE ONE** PUPILS WILL KNOW:

- **Families and People who care for me**

- families are important for children growing up because they can give love security and stability.
- characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- other's families are the in school or in the wider world sometimes look different from their family but that they should respect those differences and know that each other's families are also characterized by love and care.
- stable caring relationships will maybe of different types are at the heart of happy Families and are important for children security as they grow up

- **Caring Friendships**

- how important friendships are in making us feel happy and secure and how people choose and make friends
- characteristics of friendships including mutual respect truthfulness trustworthiness loyalty kindness generosity Trust sharing interests and experiences and support with problems and difficulties.



RELATIONSHIPS EDUCATION GUIDANCE

BY THE END OF **KEY STAGE ONE** PUPILS WILL KNOW:

- **Caring Friendships**
 - healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.
 - most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right.
- **Respectful Relationships**
 - importance of respecting others even when they are very different from them for example physically in character personality or backgrounds or make different choices or have different preferences or beliefs.
 - conventions of courtesy and manners.
 - importance of self-respect and how this links to their own happiness.
 - in school and in wider Society pupils can expect to be treated with respect by others and that in turn they should show due respect to others including those in positions of authority.
 - different types of bullying including cyberbullying the impact of bullying responsibilities of bystanders primarily reporting bullying to an adult and how to get help.



RELATIONSHIPS EDUCATION GUIDANCE

BY THE END OF **KEY STAGE ONE** PUPILS WILL KNOW:

- **Respectful Relationships**
 - what a stereotype is, and how stereotypes can be unfair, negative and destructive.
- **Being Safe**
 - what sorts of boundaries are appropriate in friendships with peers and others including in a digital context.
 - the concept of privacy and the implications of it for both children and adults including that it is not always right to keep secrets if they relate to being safe.
 - each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical and other contact.
 - how to respond safely and appropriately to adult they may encounter (in all contexts including online) whom they do not know.
 - how to recognise and Report feelings of being unsafe or feeling bad about any adult.
 - how to ask for advice or help for themselves or others and to keep trying until they are heard.



RELATIONSHIPS EDUCATION GUIDANCE

BY THE END OF **KEY STAGE TWO** PUPILS WILL KNOW:

- **Families and people who care for me.**
 - Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
 - how to recognise a family relationships on making them feel unhappy or unsafe and how to seek help or advice from others if needed.
- **Caring Friendships**
 - how to recognise who to trust and who not to trust how to judge when a friendship is making them feel unhappy or uncomfortable managing conflict how to manage these situations and how to seek help or advice from others if needed.
- **Respectful Relationships**
 - practical steps pupils can take in a range of different contexts to improve or support respectful relationships.
 - importance of permission seeking and giving in relationships with friends peers and adults.



RELATIONSHIPS EDUCATION GUIDANCE

BY THE END OF **KEY STAGE TWO** PUPILS WILL KNOW:

- **Online Relationships.**
 - people sometimes behave differently online including by pretending to be someone they are not.
 - the same principles apply to online relationships as two face-to-face relationships including the importance of respect for others online including when we are Anonymous.
 - rules and principles for keeping safe online how to recognise risks harmful content and contact and how to report them.
 - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
 - how information and data is shared and used online.
- **Being Safe**
 - how to report concerns or abuse and the vocabulary and confidence needed to do so.
 - where to get advice for example family school or other sources.



Chandos Primary School - Relationships and Health Education Year Group Overview



Year Group	Relationship Theme	Health/Wellbeing Theme.	Guidance
Y1	My friends and Me	Being Healthy	<ul style="list-style-type: none">• Caring friendships• Respectful relationships• Mental Well being• Health Prevention
Y2	Being Safe	Healthy Living	<ul style="list-style-type: none">• Being safe• Online relationships• Respectful relationships• Families and people who care for me• Healthy eating• Physical Health and fitness• Internet safety and harms
Y3	Understanding the wider world.	Healthy Lifestyle	<ul style="list-style-type: none">• Being safe• Online relationships• Respectful relationships• Families and people who care for me• Healthy eating• Physical Health and fitness• Internet safety and harms



Chandos Primary School - Relationships and Health Education Long Term Overview



Year Group	Relationship Theme	Health/Wellbeing Theme.	Guidance
Y4	Understanding and Appreciating Positive Relationship	Being Healthy	<ul style="list-style-type: none">• Families and people who care for me.• Respectful relationships• Being safe• Health prevention• Internet safety and harms.
Y5	Keeping safe in Virtual and Physical Relationships.	Healthy Mind and Body	<ul style="list-style-type: none">• Caring friendships• Being safe• Online relationships
Y6	Challenging Stereotypes and Prejudices Through Topical Issues.	Healthy Choices	<ul style="list-style-type: none">• Respectful relationships• Being safe• Families and people who care for me• Online relationships.