



PSHE and Relationships Health Education

St Luke's CofE Primary School



Aims



To be introduced to

1. Government requirements around the curriculum
2. St Luke's intent and vision
3. Life to the full scheme
4. St Luke's PSHE curriculum (strands of importance)
5. Vocabulary
6. Resources and lessons

Stations: Time to explore the curriculum and resources in more detail

Government requirements: What is new and why?



Department
for Education

Secretary of State Foreword

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key



Why does this matter for our children?



What might make a child more vulnerable?

Differences, or perceived differences

Having special educational needs or disabilities

Being adopted or in care

Suffering from health problems, including mental health problems

Having caring responsibilities

Their race, religion, gender or sexual orientation

Appearing shy, introverted or anxious, or having low self-esteem

St Luke's intent



The intent of our PSHE and Relationships Education is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society and the importance of accepting others. We aim for all children to leave St Luke's with self-worth, confidence and pride in their own identity, interests and achievements.

How will we teach Relationships Education?



What can you expect your children to learn at St Luke's?



Relationships education expectations

By the end of primary, pupils will need to know:

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- That 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
- 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

- The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in school, and in wider society, they 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
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults



Families and people who care for the pupil

- That families are important for children growing up because they can give love, security and stability
- The 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
- That other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- That marriage (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed



Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous
- The 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

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe
- That 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 adults 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're heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school and/or other sources)

Health education expectations

By the end of primary, pupils will need to know:

Mental wellbeing

Internet safety and harms

Physical health and fitness

Healthy eating

Drugs, alcohol and tobacco

Health and prevention

Basic first aid

Changing adolescent bodies



Here are some examples

- To begin to understand that we should love other people in the same way God loves us
- To begin to identify special people (e.g. parents, carers, friends) and what makes them special
- To begin to understand the importance of the nuclear family and of the wider family
- To begin to understand the importance of being close to and trusting of 'special people' and telling them if something is troubling them
- To begin to recognise how their behaviour affects other people and that there is appropriate and inappropriate behaviour
- To begin to recognise the characteristics of positive and negative relationships
- To begin to form good relationships with our peers and familiar adults.

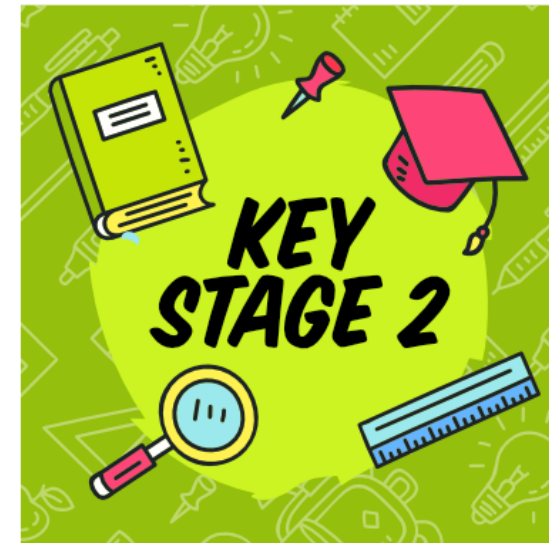




- To love other people in the same way God loves us.
- To identify 'special people' (their parents, carers, friends, religious leaders, community) and what makes them special
- To understand the importance of nuclear and wider family
- To understand the importance of being close to and trusting special people and telling them if something is troubling them.
- To explore different family units and celebrate differences.
- To identify ways, they can make others feel special.
- To recognise how their behaviour affects other people, and that there is appropriate and inappropriate behaviour
- To recognise the characteristics of positive and negative relationships



- I can create a safe and trusting environment and know how to keep myself and others safe from outside influences
- I can explain that there are different types of relationships and how these need to be maintained
- Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions;
- I know that I can make a decision about marriage for myself.
- I understand the impact of homophobic language.
- I can continue to celebrate traditional and non-traditional families
- Compare different weddings from across different faiths, including non-religious weddings.



Strands of importance

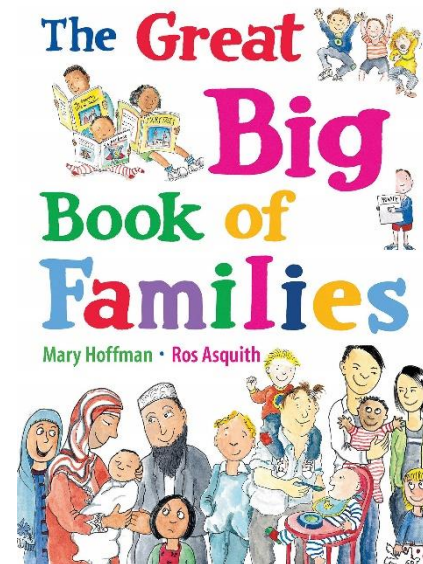
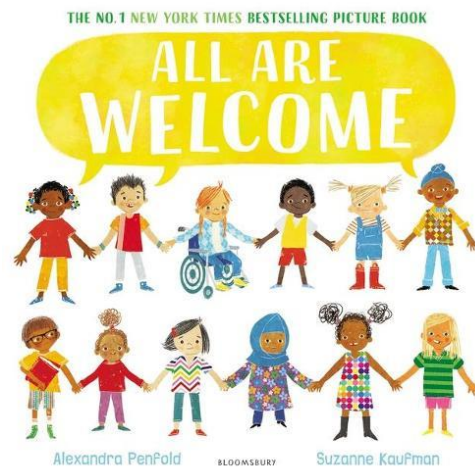
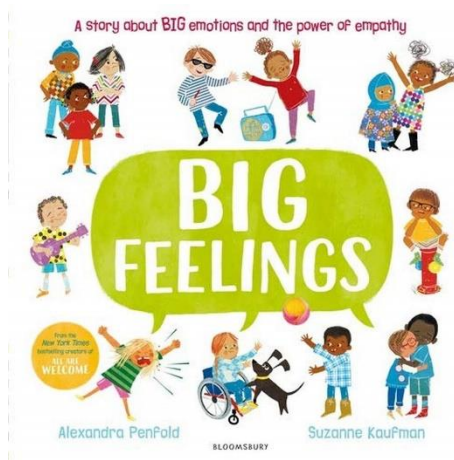
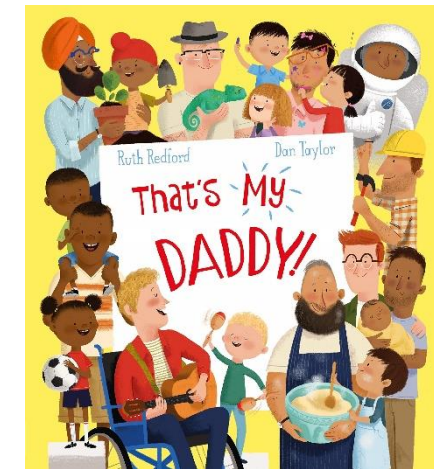
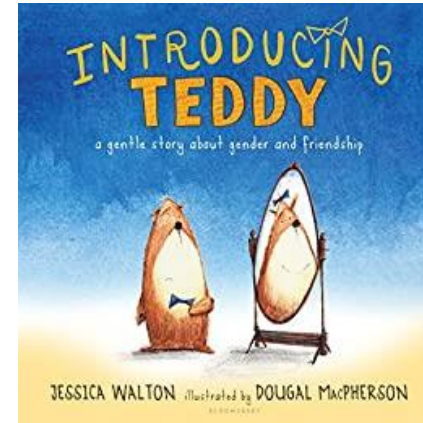
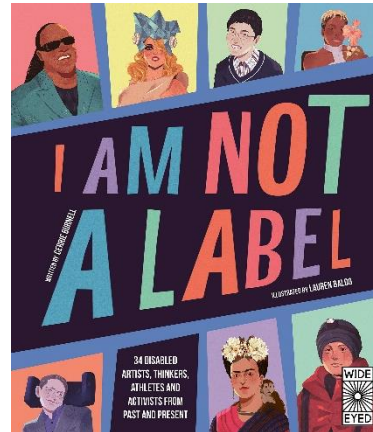
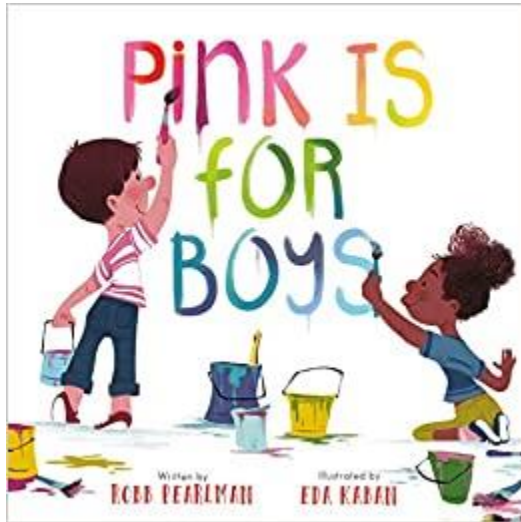
- E-safety
- Body positivity
- Relationships
- Challenging stereotyping
- British values
- Mental Health



Vocabulary



Books to reinforce learning



Stations

- EYFS (Years Nursery and Reception)
- Key Stage One (Years 1&2)
- Lower Key Stage Two (Years 3&4)
- Upper Key Stage Two (Years 5&6)



