



Relationships and Health Education Curriculum, including Relationship and Sex Education

Curriculum Intent	Intent Relationships and Health Education (RHE) is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. <u>Aims</u> At Field Junior School, we will provide a comprehensive, engaging and progressive RHE curriculum which fully meets the needs of every child. Mapped to the Department for Education's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' statutory guidance, our curriculum ensures full coverage of the statutory elements as well as knowledge and skills linked to spiritual, moral, social and cultural development (SMSC) and safeguarding. There are many opportunities for cross-curricular links which will be utilised where possible. Through motivational and thought-provoking lessons, our children will experience a range of challenges and dilemmas in a safe and controlled environment. Through these experiences, they will develop the knowledge and skills to manage the many different influences, decisions and pressures of growing up in an ever-changing world, including considering the virtual world. We will cover the learning opportunities in RHE through big questions that track across the school. This document includes Relationship and Sex Education elements in blue, which are non-statutory. <u>Breadth of Opportunity</u> The school will actively promote cohesion, learning and tolerance within our multicultural and diverse school community. We will use and seek advice from external speakers and venues where appropriate, and content will be delivered under the guidance of school staff. <u>Equal Opportunities</u> All children regardless of age, disability, ethnicity and culture, gender identity, religion or belief, sex or sexual orientation will have access to high-quality RHE provision. <u>Resources and delivery</u> A copy of the school behaviour system, Human Rights, British values, school values, class rules and team points will be displayed in classrooms and around the school. A positive statement reflecting each class's ethos should be developed with each new intake or new class mix during 'getting to know you' week and displayed in the classroom. Teaching resources have been agreed by teachers and governors and are a mix of resources including, 'NSPCC Pants Campaign'. <u>Home school links</u> Children's emotional, physical and mental wellbeing is promoted across the whole school and indicated on in the annual school report. Individual advice and support is offered to parent/carers as required.
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	Year 3	Year 4	Year 5	Year 6
Autumn 1 <i>How do I maintain my wellbeing?</i>	Establishing rules To know what rules, laws and boundaries protect me	Establishing rules To know what rules, laws and boundaries protect me	Establishing rules To know what rules, laws and boundaries protect me	Establishing rules To know what rules, laws and boundaries protect me
	Seeking help To know how to seek help for themselves when needed and where to get advice	Seeking help To know how and where to seek help and advice, including asking for help or advice for others	Seeking help To know how and where to seek help and advice including how to be persistent until they are heard	Seeking help To know how and where to seek help and advice including when they are concerned about violence, harm or when they are unsure who to trust
	Recognising and managing emotions To be able to identify and name a range of my emotions	Recognising and managing emotions To be able to recognise and manage feelings across a range and scale of emotions in myself and others and understand that worrying and feeling down are normal, affect everyone at different times and are not in themselves a sign of a mental health condition	Recognising and managing emotions To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Recognising and managing emotions To understand that change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement and that everyone grieves differently.
	Mental health To identify some things that positively and negatively	Mental health To know simple self-care techniques including rest, time with family and	Mental health To understand that isolation and loneliness	Mental health To understand that it is common to experience



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	impact my mental wellbeing and self-esteem Personal safety To understand the concepts of basic first aid, including common injuries and head injuries To know about hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risk To know how to seek help if our personal safety is at risk	friends, hobbies, interests, community participation, time outdoors and helping others	can affect children and the benefits of seeking support Personal safety To know how to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code To know how to make a clear and efficient call to emergency service if necessary, including the importance of reporting incidents rather than filming them	mental health problems and early support can help
Autumn 2 How do I maintain a healthy body and mind?	Physical activity To know the importance of building regular physical activity into daily and weekly routines and how to achieve this (e.g. walking, cycling etc)	Physical activity To know the risks associated with an inactive lifestyle, including obesity		



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	Food To understand what constitutes a healthy diet, including understanding calories and other nutritional content Factors that affect physical health and my body To know about safe and unsafe exposure to the Sun, how to reduce the risk of Sun damage, including skin cancer	Food To understand the characteristics of a poor diet and risks associated with unhealthy eating, including obesity and tooth decay Factors that affect physical health and my body To know about dental health and the benefits of good oral hygiene To know about personal hygiene and the importance of hand washing.	Food To understand the principles of planning and preparing a range of healthy meals Factors that affect physical health and my body To recognise early signs of physical illness such as weight loss or unexplained changes to the body To know how and when to seek support, including which adults to speak to in school if they are worried about their health To know about bacteria and viruses and how they are spread and treated and the importance of handwashing	Food To understand the importance of a healthy relationship with food Factors that affect physical health and my body To know the facts about legal and illegal harmful substances and associated risks including smoking, vaping, alcohol use and drug taking. Include the risks of nicotine addiction which are also caused by other nicotine products such as nicotine pouches To know the facts and scientific evidence relating to vaccination and immunisation
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	To understand the amount of sleep recommended for their age and the importance of sufficient quality sleep for health	To know practical steps for improving sleep, such as not using screens in the bedroom	To understand the impact of poor sleep on weight, mood and ability to learn	
Spring 1 & 2 <i>How would I like to be treated and how do I treat others?</i>	Identity To understand the different components that make up my identity, including family, personal characteristics, skills and interests Respect To understand what respect means and what it might look like To understand why mutual respect is important To understand the conventions of courtesy and manners	Identity To understand the different components that make up my identity, including personal and physical characteristics, and beliefs Respect To understand that differences in physical and personal characteristics, background, choices, preferences and beliefs need to be respected	Identity To think about how we foster our own self-esteem and build a strong sense of our own identities, including through developing skills and interests Respect To understand the concept of self-respect and what this might look like	Identity To consider how we manage differences between ours and others' identities and how this may affect our decisions To consider how identities may change over time and factors that may affect this Respect To understand how self-respect links to my own happiness



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	Needs and wishes To understand the differences between needs and wishes/preferences Understanding boundaries To understand what appropriate boundaries are and consider the boundaries that are important to me Personal safety To understand what privacy is and what information I may keep private	Needs and wishes To understand how to consider the needs and preferences of my friends and peers Understanding boundaries To understand the importance of setting and respecting healthy boundaries with my friends, family and peers To discuss how to manage boundaries in play and negotiations about space, resources and toys etc Personal safety To consider how maintaining privacy can keep us safe and make us	Needs and wishes To understand how to consider the needs and preferences of members of my family and how this may be challenging To understand how to manage feelings including disappointment and frustration Understanding boundaries To understand how I can be assertive and express my needs and boundaries Personal safety To understand the need for balance between privacy and safety	Needs and wishes To consider how we balance the needs and wishes of different people in relationships and the complications this can bring Understanding boundaries To consider the difference between been assertive and being controlling To consider the difference between being kind to other people and neglecting your own needs Personal safety
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	To discuss the difference between privacy, secrets and surprises and to know that keeping secrets can be unsafe	feel respected, including our adults		
		To understand that people I meet online are strangers	To consider how I respond to contact with people online who are strangers	To consider how to safely and appropriately handle interactions with people I do not know in the real world
	To understand that my body belongs to me and consider what boundaries I might set about my body		To revisit what boundaries I might set about my body and how these may change over time	To revisit what boundaries I might set about my body and how these may change over time and consider the differences between appropriate and inappropriate or unsafe contact
	To know that if someone I know asks me to do something I am uncomfortable with, I can say no and to rehearse and discuss strategies for this			
	Reporting and seeking help To develop the vocabulary and confidence to report abuse and concerns or when you have seen or	Reporting and seeking help To develop the vocabulary and confidence to report abuse and concerns or	Reporting and seeking help To develop the vocabulary and confidence to report abuse and concerns or	Reporting and seeking help To develop the vocabulary and confidence to report abuse and concerns or



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	experienced something that makes you feel unsafe	when you have seen or experienced something that makes you feel unsafe	when you have seen or experienced something that makes you feel unsafe	when you have seen or experienced something that makes you feel unsafe
Summer 1 How do I maintain a healthy digital life?	Identifying harm and seeking help To understand that abuse, bullying and harassment can take place online (focusing on gaming) and that this can impact wellbeing To know where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online	Identifying harm and seeking help To understand that abuse, bullying and harassment can take place online (focusing on messaging apps) and that this can impact wellbeing To know where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online To know how to recognise harmful content online To understand the risks relating to online gaming and that gaming can become addictive	Identifying harm and seeking help To understand that abuse, bullying and harassment can take place online (focusing on social media) and that this can impact wellbeing To know where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online To know how to recognise harmful contact online To understand the risks relating to video game monetisation	Identifying harm and seeking help To understand that abuse, bullying and harassment can take place online (focusing on use of AI) and that this can impact wellbeing To know where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online To understand the risks relating to scams, fraud and other financial harms



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	Critical thinking To know that for almost everyone the internet is an integral part of life and that there are positive and negative aspects of the internet, which may be upsetting or inappropriate To know the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content on their own mental and physical wellbeing To know how to behave online To know that people should be respectful in online relationships, as they are face-to-face and to know	Critical thinking To know the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content on others' mental and physical wellbeing To know how to behave online To know the impact of their online behaviour on others	Critical thinking To understand the pros and cons of different ways of using online connection To understand the benefits of online relationships but to understand that they are not sufficient substitutes for in person relationships To know how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met To know how to understand the information they find online, including from search engines To know how to behave online To behave respectfully online including understanding the importance of avoiding	Critical thinking To know how to understand how the information they find online is selected and targeted To know how to take a critical approach to what they see and read online and make responsible decisions about which content, including on social media and apps, is appropriate for them To know how to behave online To behave respectfully online including having strategies for resisting peer pressure
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	what respectful behaviour looks like online To understand why there are age restrictions on social media, some apps, computer games, online gaming and gambling sites in order to protect them from inappropriate content or unsafe contact with others, who may be strangers Privacy To know what information should stay private online To understand that information shared online cannot be fully deleted and that words said online cannot be unsaid		putting pressure on others to share information and images online Privacy To understand the important of exercising caution when sharing information about themselves online, focusing on location settings	
Summer 2 <i>How do I build and maintain positive and healthy relationships?</i>	Families To think about how my family makes me feel safe, happy, loved, secure and stable	Families To consider the characteristics of safe and happy families, including in times of difficulty	Families To think about how I maintain stable, caring relationships with members of my family and how I contribute to a loving and caring family	Families To understand how family relationships make me feel and how these can change over time



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	To think about why it is important to spend time with my family and share experiences To understand and respect that families all look different Friendships To know the characteristics that make healthy friendships To consider how I choose and make friends To understand that friendships should be welcoming and inclusive and not make others feel lonely or excluded	To understand the roles different family members may play in caring for one another Friendships To consider the benefits of healthy friendships and think about how I may feel if friendships become unhealthy To understand that friendships have ups and downs and that I may not always have the friends I would like To know how to work through ups and downs in my friendships and repair and strengthen my friendships	Friendships To consider the stages of friendship from acquaintance to friend considering at what point I feel I can trust others To understand what a stereotype is and consider how they can be unfair	To understand the role of marriage and civil partnerships in families and what they represent Friendships To reconsider how I choose and make friends and have a range of strategies for approaching new and old friendships at times of transition To be aware of how stereotypes can be negative and destructive. To develop strategies for challenging stereotyping. To consider how friendships can challenge my self-respect and self-esteem and develop strategies for looking after myself whilst being a good friend
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	Improving and supporting my relationships including conflict management To understand what conflict is and what it might look like in my relationships and know I cannot respond with violence To know how to recognise if family or friend relationships are making me feel unhappy, uncomfortable or unsafe To know where to go for help or advice if my family relationships are making me feel unhappy, uncomfortable or unsafe	To know that it is okay to feel lonely and that I can talk about this Improving and supporting my relationships including conflict management To understand how conflict might feel in different relationships	Improving and supporting my relationships including conflict management To know how to communicate effectively and manage conflict with kindness and respect To consider the impact of bullying including the exclusion of others	Improving and supporting my relationships including conflict management To know practical steps I can take and skills I can develop in a range of contexts to improve and support my relationships at home To know practical steps I can take and skills I can develop in a range of contexts to improve and support my relationships outside of the home To know practical steps I can take and skills I can develop in a range of contexts to improve and support my relationships in a new setting
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				To consider my responsibility as a friend and as a bystander to report things I believe are wrong or unjust, considering the impact on the wellbeing of others
<i>Delivered as per year group plans</i> <i>How will our bodies develop and grow?</i>		<i>To be covered by all pupils:</i> To know the correct names for external body parts To know what puberty means and understand there is a wide range of changes and timeframes to expect in the way our bodies look and change To understand the need for good personal hygiene To identify some ways that puberty can affect emotions and feelings <i>To be covered by the girls only:</i>	<i>To be covered by all pupils:</i> To know the correct names for external body parts To understand the key facts about the menstrual cycle and menstrual wellbeing. To understand and explain the types of physical changes to expect leading up to and during puberty in boys and girls To know that there is a variation in the timeframe for physical and emotional changes in puberty and that an individual's experience may vary	



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		To know what menstruation is (girls only) To know common signs to look out for when menstruation begins (<i>girls only</i>) To know how to use a pad and when/ who to ask for assistance or advice when menstruating (<i>girls only</i>)	Explore and discuss how puberty can affect emotions and feelings and the need for sensitivity, respect and supportive behaviours To be familiar with the types of products available to manage personal hygiene Explain where to get information, help and advice about growing, changing and puberty	
<i>Sex Education (non-statutory-option to withdraw)</i>				To identify the external and internal reproductive organs in males and females To understand and make links between, the process of puberty (including menstruation) and human reproduction To know about the process of reproduction as part of the human life cycle. To



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				learn and understand how babies are conceived To contextualise the act of conception within a loving, respectful relationship
Whole school	What are the different types of bullying? What is the impact of bullying on individuals? What is the impact of bullying on the community?			