



Picknalls First School

Relationship and Health Education Curriculum Statement

2022-2023



'At the heart of leaders' ambitions are pupils and their families. Pupils thrive and the school's aims, 'achieve, believe and care', are at the centre of everything this school is about. Pupils behave exceptionally well, work hard and achieve well.' **OFSTED, January 2020**

Intent

Relationship and Health education is now compulsory in all primary schools.

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.

The Department for Education is clear that parents and carers remain the prime educators for children on many of these matters. However, schools continue to play a crucial role in the education of this subject and complement and reinforce the role of parents. At Picknalls we believe we build on what pupils learn at home as an important part of delivering a good education.

Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

'Pupils achieve very well in PE and sport. The staff ensure that pupils develop healthy bodies and minds. Pupils are confident and happy in school. They are safe and secure because of the care and attention provided by staff and volunteers. The staff always treat pupils and their families with dignity and respect.' **OFSTED, January 2020**

Implementation

At Picknalls First School, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new Relationship and Health education subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content will support the wider work we carry out in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

At Picknalls First School this will continue to be complemented by development of personal attributes including kindness, integrity, generosity and honesty. The subject content will be proportionate and deliverable and will complement the national curriculum where appropriate alongside subjects such as Science, PE, PHSEe, RE etc. We will continue to deliver the new Relationship and Health Education content alongside our own established, high quality programmes.

'You can see from their smiles as they are welcomed by staff that pupils enjoy school. Parents, understandably, are happy with the school. The staff are ambitious for pupils to succeed and broaden their knowledge of the wider world.'

OFSTED, January 2020

Impact

The headteacher is the subject leader for Relationship and Health education.

Picknalls carried out its initial consultation with families and then pupils in 2021 and used the feedback from this to shape the curriculum plan for 21-22 and consolidate the curriculum plan for 22-23. The curriculum will be kept under review and will be tweaked accordingly by class teachers half termly.

The headteacher and senior leaders will monitor the implementation and impact of the subject through regular self-review activities including:

- 🕒 Book scrutinies
- 🕒 Pupil learning conversations
- 🕒 Learning walks
- 🕒 Pupil progress meetings

INSET and professional development opportunities are offered to staff to ensure excellent teacher's subject knowledge. The Subject Leader attends termly Relationship and Health education updates and cascades relevant information to staff. As a MAT we have been involved in developing this statutory element of the curriculum in collaboration across all the first schools. This way we can ensure consistency in our Relationship and Health education offer and can moderate our effectiveness in this area together.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

'Pupils behave exceptionally well. They are polite and courteous. Pupils play safely and enjoy chatting to friends, staff and visitors. Leaders and staff are very good at keeping pupils safe. Pupils' personal development is a strength. Pupils have great opportunities to become school councillors. They are very clear about British values of democracy and respect for people whatever their colour, beliefs or background.' **OFSTED, January 2020**

Next Steps

- 🕒 Ensure staff are confident in the statutory expectations, curriculum coverage, age appropriate coverage and expectations on children for Relationship and Health education
- 🕒 Carry out pupil learning conversations to judge the impact of our delivery of the Relationship and Health Education and adapt aspects if necessary
- 🕒 Carry out self-review activities as listed above and in the annual self-review schedule
- 🕒 Develop a long term Relationship and Health education plan which ensures progression and continuity across the whole school
- 🕒 Keep stakeholders informed of the progress and coverage for this statutory subject

Written By Mrs Anne Tapp
Relationship and Health Education Lead



Appendix 1

Relationship Education (taken from the RSE DfE guidance)

By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none">  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 others' 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 represents 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none">  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.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none">  the 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.  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.

<p>Online Relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none">  that people sometimes behave differently online, including by pretending to be someone they are 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.
<p>Being Safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none">  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 is 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 are 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.

Physical Health and Mental wellbeing (taken from the RSE DfE guidance)

By the end of primary school:

<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none">  that mental wellbeing is a normal part of daily life, in the same way as physical health.  that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.  how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.  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.
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	<ul style="list-style-type: none"> 🗣️ that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 🗣️ where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 🗣️ it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> 🗣️ that for most people the internet is an integral part of life and has many benefits. 🗣️ about 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 wellbeing. 🗣️ how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 🗣️ why social media, some computer games and online gaming, for example, are age restricted. 🗣️ that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 🗣️ 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	<p>Pupils should know</p> <ul style="list-style-type: none"> 🗣️ the characteristics and mental and physical benefits of an active lifestyle. 🗣️ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 🗣️ the risks associated with an inactive lifestyle (including obesity). 🗣️ how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> 🗣️ what constitutes a healthy diet (including understanding calories and other nutritional content). 🗣️ the principles of planning and preparing a range of healthy meals. 🗣️ the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> 🗣️ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> 🗣️ how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 🗣️ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

	<ul style="list-style-type: none"> 🗨️ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 🗨️ about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 🗨️ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 🗨️ the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> 🗨️ 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.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> 🗨️ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 🗨️ about menstrual wellbeing including the key facts about the menstrual cycle.

