

Uplands Primary School



RSHE (Relationships, Sex and Health
Education)

Updates to the Curriculum



Why do our children need an RSHE curriculum?

- We want to prepare our children for a happy and successful life beyond the classroom.
- We want to give children the building blocks to understand healthy, respectful relationships (focused on family and friendships)
- Our children's happiness is a priority – teaching them about living a healthy and happy life will support children in looking after their own wellbeing and knowing how to seek support and help if they need it.
- It supports our Uplands' values of kindness, creativity, resilience and respect and promotes living a happy, successful life within the community.



Legal documentation and supporting documents

Schools must comply with the below –

- The Equalities Act 2010
- Keeping Children Safe in Education (Safeguarding)
- Statutory Guidance: Relationship, Health and Sex Education (June 2019)
- OFSTED Guidance.
- Green Paper: Mental Health and Wellbeing.
- British Values: Democracy, Mutual Respect, Rule of Law, Individual Liberty, Tolerance of others
- National Curriculum: Science



Our curriculum here at Uplands



- We follow the Government recommended scheme of work provided by the PSHE Association.
- You can read through the guidance, schemes of work and resources on their website: <https://www.pshe-association.org.uk/curriculum-and-resources>
- Following this scheme, we have separated our teaching into 3 categories:

Relationships

Living in the Wider
World

Health and
Wellbeing

Relationships



- The primary focus of our relationships teaching looks at friendships, family relationships and relationships with other children and adults in a range of contexts.
- What is a relationship? What is a friendship? What does family mean? Who are the people who can help us?
- Treating each other with kindness, respect and consideration.
- Characteristics of a healthy friendship, family relationships
- Relationships online
- Children understand that there are a range of family backgrounds and children experience different home circumstances.
- Develop a range of personal attributes that support the development of successful relationships with others.
- How to recognise and report concerns or abuse and where, and when, to seek advice if needed.

Living in the Wider World

- What does it mean to be part of the community? Children learn about different roles and responsibilities within societies and groups.
- The value of rules and law.
- Valuing diversity in the community.
- Digital media – using devices safely, understanding the role of the internet and how it is used.



Health and Wellbeing

- The characteristics of good physical and mental wellbeing
- The benefits and importance of exercise, nutrition and sleep.
- Understanding and articulating a range of emotions
- Personal hygiene
- Basic first aid
- Benefits on our health that come from socialising
- The impact of the internet and electronic devices on our health and wellbeing.



		Autumn Term – Relationships			Spring Term- Living in the Wider World			Summer Term- Health and Wellbeing		
		Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
Year 1/2	Rot A	Roles of different people; families and friends, feeling cared for	Managing secrets, recognising hurtful behaviour and resisting pressure	Recognising similarities and differences between people, playing and working co-operatively and sharing opinions	What rules are; caring for others' needs and looking after the environment	Using the internet and digital devices, communicating online	What money is; needs and wants; looking after money.	Keeping healthy; food and exercise, hygiene routines and sun safety	Recognising what makes us special, feelings and how to manage when things go wrong	Safety in different environments, risk and safety at home, emergencies.
	Rot B	Making friends, feeling lonely and getting help	Recognising privacy, staying safe, seeking permission	How behaviour affects others; being polite and respectful	Belonging to a group; roles and responsibilities, being the same and different in the community	The internet in everyday life, online content and information	Strengths and interests, jobs in the community	Why sleep is important; medicines and keeping healthy, teeth healthy, managing feelings and asking for help	Growing older, change, transitions	How rules and age restrictions help us; keeping safe online.
Year 3/4	Rot A	What makes a family; features of family life	Personal boundaries, safely responding to others, impact of hurtful behaviour	Recognising respectful behaviour, importance of self-respect, courtesy and being polite.	The value of rules and laws; rights, freedoms and responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.	Risks and hazards; safety in the local environment and unfamiliar places.
	Rot B	Positive friendships (including online)	Responding to hurtful behaviour, managing confidentiality and recognising risks online	Respecting differences and similarities and discussing difference sensitively.	What makes a community; shared responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes , setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements, managing and reframing setbacks	Medicines and household products; drugs common to everyday life.
Year 5/6	Rot A	Managing friendships and peer influence	Recognising and managing pressure, consent in different situations	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment, compassion towards others	Evaluating media sources; sharing things online	Identifying job interests and aspirations; what influences career choices; workplace stereotypes.	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Increasing independence, managing transition	Keeping personal information safe in different situations, including responding in emergencies, first aid and FGM.
	Rot B	Attraction to others; romantic relationships	Physical contact and feeling safe	Expression opinions and respecting other points of view, including discussing topical issues.	Valuing diversity, challenging discrimination and stereotypes	How information online is targeted; different media types, their role and impact	Influences and attitudes to money; money and financial risks.	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity, recognising individuality and different qualities; mental wellbeing	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media



Sex Education

- Age appropriate
- Based on needs of our pupils
- Progressive
- Inclusive
- Delivered by trained staff in a safe environment
- Prepares children adequately for puberty in a timely way
- Prepares children for adult life
- Promotes positive relationships



Science Curriculum



- Year 1:

identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

- Year 2:

notice that animals, including humans, have offspring which grow into adults
(Non-statutory note: Pupils should be introduced to ...the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs)

- Year 3/4

No mention on the science curriculum linked to puberty or reproduction

Science Curriculum



Year 5/6

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- *(Non-statutory note: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals)*
- describe the changes as humans develop to old age.
- *(Non-statutory note: Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.*
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows)
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Right to be excused (previously known as the right to withdraw)

- All parents have the right to withdraw their child from all non-statutory components of sex education. Relationships and Health Education and the Science curriculum are statutory and parents do not have the right to withdraw their child from these sessions.
- All requests to withdraw your child should be put in writing to Mrs Ackerman, our Headteacher.
- We will always work collaboratively alongside parents to discuss concerns.



Parental involvement

- On our website you will find a document “Primary Programme Builder”. You can use this document to explore the units and objectives that will be covered in each phase, as well as look at the supporting resources that will be used within the teaching sessions.
- Some examples are included on the following slides.
- Please take some time to look through the content that will be taught in your child’s year group.



Year 1/2

Topic	In this unit of work, students learn...	Quality Assured resources to support planning
<p>Families and friendships</p> <p>Making friends; feeling lonely and getting help</p> <p>PoS Refs: R6, R7 R8, R9, R24</p>	<ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else 	<p>1 decision (5-8) - Relationships (E)</p> <p>FPA – Growing up with Yasmine and Tom (5-7), Friendships and feelings (E)</p>
<p>Safe relationships</p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>PoS Refs: R11, R12, R14, R18, R19, R20</p>	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use 	<p>NSPCC – The underwear rule resources (PANTS)</p> <p>1 decision (5-8)-Relationships (E)</p> <p>Thinkuknow Jessie and Friends</p>
<p>Respecting ourselves and others</p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>PoS Refs: R23, R24, R25</p>	<ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	<p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference'</p>

Year 3/4

<p>Belonging to a community</p> <p>The value of rules and laws; rights, freedoms and responsibilities</p> <p>PoS Refs: L1, L2, L3</p>	<ul style="list-style-type: none">• the reasons for rules and laws in wider society• the importance of abiding by the law and what might happen if rules and laws are broken• what human rights are and how they protect people• to identify basic examples of human rights including the rights of children• about how they have rights and also responsibilities• that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn	
<p>Media literacy and Digital resilience</p> <p>How the internet is used; assessing information online</p> <p>PoS Refs: L11, L12</p>	<ul style="list-style-type: none">• how the internet can be used positively for leisure, for school and for work• to recognise that images and information online can be altered or adapted and the reasons for why this happens• strategies to recognise whether something they see online is true or accurate• to evaluate whether a game is suitable to play or a website is appropriate for their age-group• to make safe, reliable choices from search results• how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication	<p>Google and Parent zone Be Internet Legends</p>
<p>Money and Work</p> <p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>PoS Refs: L25, L26, L27, L30</p>	<ul style="list-style-type: none">• about jobs that people may have from different sectors e.g. teachers, business people, charity work• that people can have more than one job at once or over their lifetime• about common myths and gender stereotypes related to work• to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM• about some of the skills needed to do a job, such as teamwork and decision-making• to recognise their interests, skills and achievements and how these might link to future jobs• how to set goals that they would like to achieve this year e.g. learn a new hobby	<p>FPA – Growing up with Yasmine and Tom (7-9), Gender stereotypes (£)</p>

Year 5/6

Physical health and Mental wellbeing

What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online

PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24

- that mental health is just as important as physical health and that both need looking after
- to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
- how negative experiences such as being bullied or feeling lonely can affect mental wellbeing
- positive strategies for managing feelings
- that there are situations when someone may experience mixed or conflicting feelings
- how feelings can often be helpful, whilst recognising that they sometimes need to be overcome
- to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available
- identify where they and others can ask for help and support with mental wellbeing in and outside school
- the importance of asking for support from a trusted adult
- about the changes that may occur in life including death, and how these can cause conflicting feelings
- that changes can mean people experience feelings of loss or grief
- about the process of grieving and how grief can be expressed
- about strategies that can help someone cope with the feelings associated with change or loss
- to identify how to ask for help and support with loss, grief or other aspects of change
- how balancing time online with other activities helps to maintain their health and wellbeing
- strategies to manage time spent online and foster positive habits e.g. switching phone off at night
- what to do and whom to tell if they are frightened or worried about something they have seen online

[PSHE Association Mental Health and wellbeing lessons \(KS2 Y5-6\)](#)

[NSPCC Making sense of relationships](#)

[Public Health England Rise Above KS2 Social media](#)

[Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 3 Managing feelings about the news](#)

Feedback

- Thank you for your initial responses to our questionnaire shared last term.
- Please refer to our FAQ document on the website with regard to the changes being made to our RSHE and PDL curriculum.
- We remain in a period of consultation until the end of the Spring Term. We welcome parent feedback on our draft policy, attached curriculum map or any concerns you may have. Please email the school office (adminoffice@uplands.hants.sch.uk) with “RSHE Consultation” as the subject.

