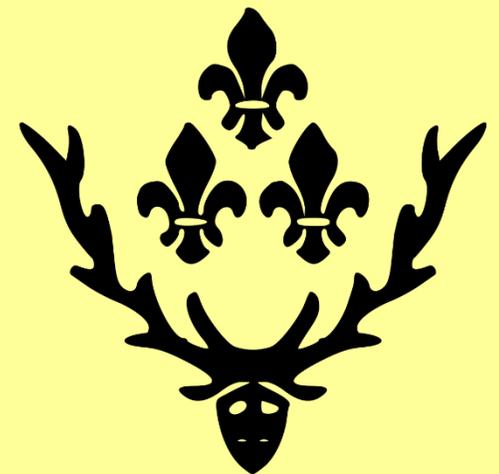


# PSHE/Relationships and Health Education at Giffards Primary School from September 2021

Please click the following link to hear about our proposed changes from  
Miss James – AHT

[Please copy and paste this into your browser to listen to Miss James explain in more detail about PSHE at Giffards](https://www.loom.com/share/698e4f1e5d364ce1b698d7ab4f1a32ec)  
<https://www.loom.com/share/698e4f1e5d364ce1b698d7ab4f1a32ec>



# What is PSHE?

Personal, social and health education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. PSHE includes the compulsory subjects of relationships and health education but is not limited to these. It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, whole school projects and other activities that enrich pupils' experiences.

# What are the new KS 1 & 2 statutory requirements?

- The Health Education and Relationships Education aspects of PSHE (personal, social, health and economic) education will be compulsory in all primary schools from summer term 2021 (latest September 2021).
- This covers broad areas of particular relevance and concern to children and young people today. It should ensure that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.
- These new statutory requirements do not extend to sex education at KS1 and KS2 (beyond the biological/reproductive aspects that schools are required to teach as part of science).

## What Are Schools Required to Teach?

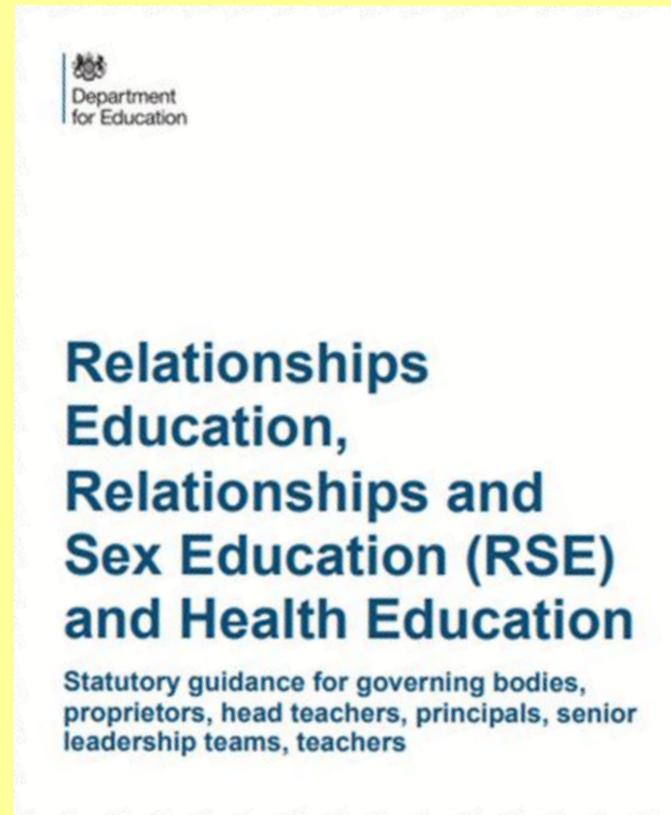
1. Relationships Education (all primary aged pupils)
2. Relationships and Sex Education (RSE) (all secondary aged pupils)
3. Health Education (all primary and secondary aged pupils)

Sex education at primary school is not compulsory, except what is to be taught as part of the science curriculum but schools may teach it if they see it as appropriate.

At Giffards, we do not teach any aspect of sex education that is not part of the science curriculum, however, we will continue to monitor this and will adapt our curriculum if and when necessary.

Government Statutory Guidance document

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>



# Relationships Education

The focus in primary school is on building positive relationships, including friendships, family relationships and relationships with other children and adults.

Establishing personal space and boundaries, showing respect, recognising and understanding the differences between appropriate and inappropriate/unsafe contact - physical or otherwise; these are the forerunners of teaching about consent, which takes place at secondary school.

Teachers should talk to pupils about the features of a healthy relationship, which is more likely to lead them to happiness and security; this should include online safety. Relationships education also creates an opportunity to teach pupils about positive emotional and mental wellbeing, including how friendships can support good mental health.

## ► Relationships Education

### ► At the end of primary school, children should know about the following:

- Families and people who care for them

- including characteristics of a healthy family life, commitment, marriage, different types of relationships and families, and relationships that make them feel unsafe

- Caring friendships

- including characteristics of friendships, how to repair friendships, managing conflict, and who to trust

- Respectful relationships

- the importance of respecting the similarities and differences of others, courtesy and manners, self-respect, bullying and cyber-bullying, stereotypes and how they can be negative and destructive

- Online relationships

- applying the same principles to relationships online and offline, people pretending to be someone they are not, keeping safe online and data sharing

- Being safe

- appropriate boundaries, privacy, how to recognise and report feeling unsafe or uncomfortable

# Physical Health And Mental Wellbeing

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

## ▶ Physical Health and Mental Wellbeing

### ▶ At the end of primary school, children should know about the following:

#### Mental Wellbeing

- 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 and scale of emotions that all human 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
- 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 with friends and families, 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.
- 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.

## ▶ Physical Health and Mental Wellbeing

### ▶ At the end of primary school, children should know about the following:

#### Internet Safety and harms

- 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 Mental Wellbeing

### ▶ At the end of primary school, children should know about the following:

#### Physical Health and fitness

- 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

- 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).

## ▶ Physical Health and Mental Wellbeing

### ▶ At the end of primary school, children should know about the following:

Drugs, alcohol  
and tobacco

- the 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.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- 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.

▶ **Physical Health and Mental Wellbeing**

▶ **At the end of primary school, children should know about the following:**

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.

Changing  
adolescent  
body

- 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.

# Parental right to withdraw

In primary schools, parents have the right to withdraw their children from any Sex Education lessons that are not part of the Science curriculum or statutory Relationships Education.

At Giffards, we currently only teach the aspects of Relationships Education that are statutory and are part of the Science National Curriculum. Therefore, parents do not have a right to withdraw their children from PSHE lessons.

# Planning and teaching

P.S.H.E will be taught through:

Discreet Curriculum time which follows a scheme of work, You, Me, PSHE, that we have adapted to suit the needs of our children. Each half term topic has a unit title in the form of a question. A copy of these questions can be found in the PSHE Long Term Plan on the next slide. The strands of our PSHE curriculum are :

- Relationships and health education
- Drug, alcohol and tobacco education
- Keeping safe and managing risk
- Mental health and emotional wellbeing
- Physical health and wellbeing
- Careers, financial capability and economic wellbeing.
- Identity, society and equality.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
EYFS	Who am I? What makes a good friend?	How can I be a better friend? What are feelings?	How can I be successful?	What makes me happy?	Am I always right? Do I have to agree with my friends?	How can I calm myself?	
Year 1	What is the same and different about us?	What should we put into and onto our bodies?	How do I feel?	Who helps to keep us safe?	How can we have fun and stay safe?	How can we look after each other and the world?	
Year 2	What keeps me healthy?	What makes a good friend?	What jobs do people do?	What are families like?	What helps us to stay safe?	What are the benefits and risks of medicine?	
Year 3	How can we overcome challenges?	What is bullying?	What makes us different?	What is helpful and harmful to us?	What helps me choose?	How can we earn and look after money?	
Year 4	What strengths, skills and interests do we have?	How can we manage our feelings?	How can we manage risk in different places?	What does it mean to live in a democracy?	How do drugs and alcohol affect our health?	What is important to me?	
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we respond when things go wrong?	How can the media influence us?	How can drugs common to everyday life affect health?	How will we grow and change?	
Year 6	How can I keep myself mentally healthy?	How can the media influence people?	What are the consequences of using drugs?	What rights do we all share?	How can we keep ourselves safe and manage risks when out and about?	How do I get ready to grow up and move on?	
Whole school awareness days	Electing our School Council, Jeans for Genes Day, World Mental Health Day	Anti-bullying week, Children in Need, Christmas Jumper Day, World Kindness Day, Road Safety	Safer Internet Day Heart month (February) Sign to Sing Children's Mental Health Week	Global Recycling Day and World Health Day	The Great British Spring Clean and Mental Health Awareness Week	Sports Day and Plastic Free July	
Strands	Physical health and wellbeing	Sex and relationship education	Keeping safe and managing risk	Drug, alcohol and tobacco education	Careers, financial capability and economic wellbeing	Identity, society and equality	Mental health and emotional wellbeing

## Giffards PSHE Long Term Plan

Our PSHE Long Term Plan includes the statutory objectives as well as careers and economic wellbeing.

# Planning and teaching – part 2

- Assemblies, class assemblies, class discussions and circle time.
- Additional ad hoc lessons as and when issues arise ensuring time is made within the curriculum to meet the needs of the children.
- Whole school focus days e.g. Internet Safety Day, Anti-bullying Week, Mental Health Week etc. Details of these can be found on the PSHE long term plan.

# The Changing Adolescent Body (or Hairy Bits and Scary Bits)

- In years 5 and 6 the children have specific lessons about puberty and growing up and watch an appropriate video (approved and agreed by the Governors). Prior to these lessons, parents are invited into school for a meeting where the content of the lessons is explained, there is also an opportunity for parents to view the video. This takes place in the summer term. In addition, there is a session specifically for year 5 and 6 girls to deal more directly and sensitively with menstruation and associated hygiene arrangements as well as answering sensitively any specific questions which may arise.
- These sessions are designed to ensure that children are factually prepared for the next stage of growing up.

# What next?

- As per the guidance, a draft policy reflecting the changes has been written. Primary schools only need a policy on Relationships Education. We have chosen to combine our Relationships Education and PSHE policies.
- We now need to share this with parents, governors and children during a consultation period and receive their views via a survey.
- Once agreed, the policy must be available to anyone who asks and on our school website