

Relationships and Health Education

Year 3 and 4



Masefield Primary School

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Parent Guide to Relationships and Health Education

In this guide you will find the following:

Rationale for Teaching Relationships and Health Education	Page 2
Parental Rights	Page 3
Curriculum Content	Page 4
• Year 3 Units of Study	Page 5
• Year 4 Units of Study	Page 7
Useful Contacts	Page 9

Rationale

At Masefield, PSHE (Personal, Social and Health Education) is an integral part of our school life. It is taught both explicitly through subject specific lessons and also through other lessons in an applied manner.

We see PSHE education as a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work.

We know that our well-delivered PSHE programme will have an impact on both academic and non-academic outcomes for our pupils, particularly the most vulnerable and disadvantaged.

We have designed our own progressive Programme of Study using the PSHE Association with the main aims to develop knowledge, skills and attributes including (but not limited to) resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

Our PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum. The relationships and health aspects of PSHE education has been compulsory since September 2020.

Parental Rights

Below is some of the information provided by the Department for Education regarding Relationships and Health Education:

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request. The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



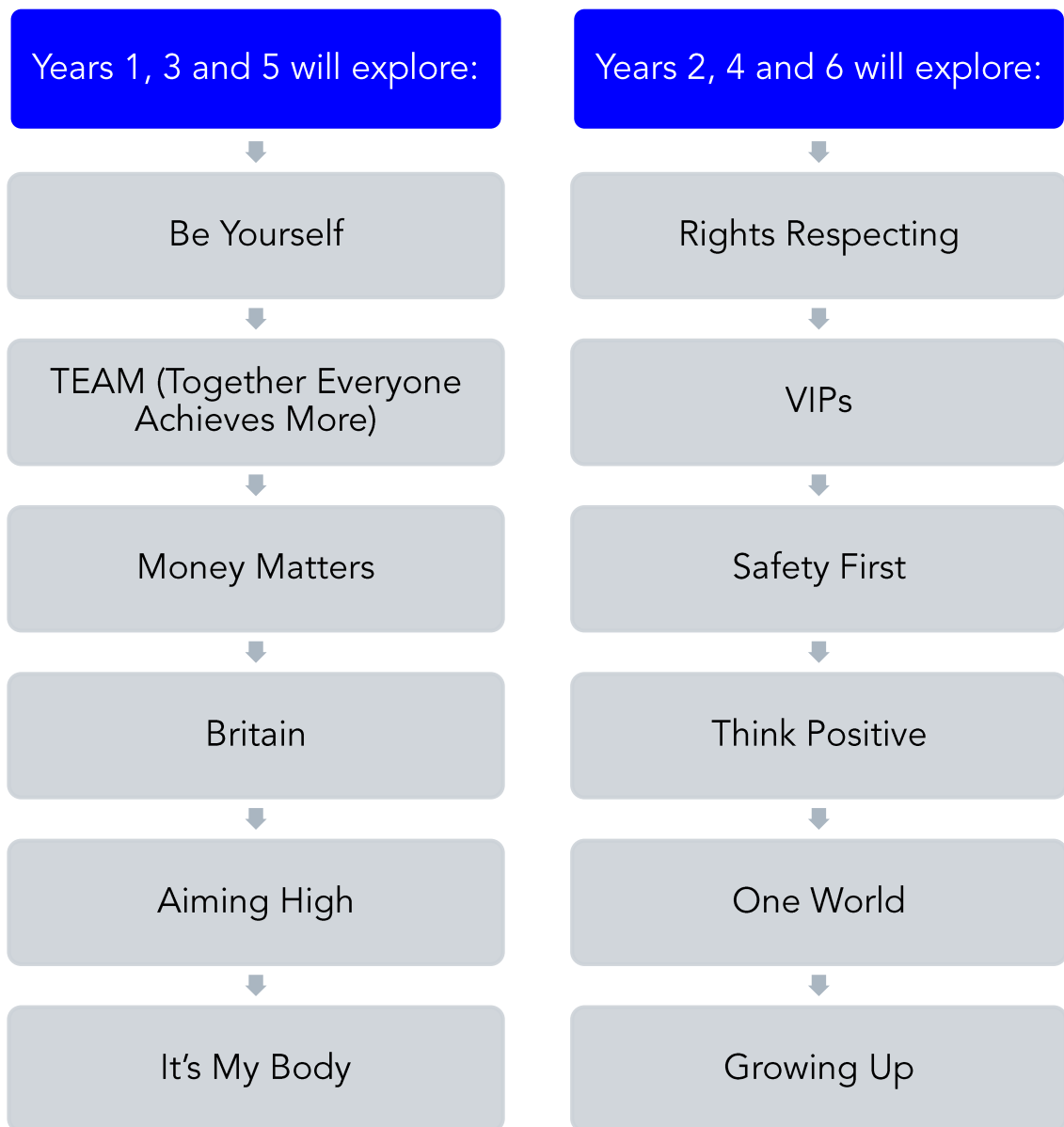
Read more from the
Department for Education



Masfield's Relationships
and Sex Education Policy

Curriculum Content

Our curriculum has been developed using the programmes of study developed by the PSHE Association. They cover units falling under the following themes:



Year 3 Units of Study

In Year 3, pupils will be taught the following:

Be Yourself

- Identify their own special traits and qualities
- Identify and name common feelings
- Talk about what makes them feel unhappy or cross
- Understand the importance of sharing their thoughts and feelings
- Explore media messages and decide if they are helpful or unhelpful
- Identify different strategies to use if a mistake has been made

TEAM

- Express their thoughts, feelings and worries
- Explain how and why a team should work well together.
- Describe how actions and behaviour affect a team.
- Can respond considerately to others
- Show the resolution to a dispute
- Can talk about changes and how they could make a person feel

Money Matters

- Discuss why people go to work
- Discuss payment resources we can use to spend money
- Consider why and how people might borrow money
- Discuss the choices we have about how to spend our money
- Explain how adverts try to influence spending
- Explain ways we can keep track of what we spend

Britain

- Describe what it is like to live in Britain
- Talk about what democracy is
- Talk about what rules and laws are
- Talk about what liberty means
- Describe a diverse society
- Describe what being British means to them

Aiming High

- Discuss their personal achievements and skills
- Identify what a positive learning attitude is
- Explain how a positive attitude can help to earn something new
- Discuss what skills and interests are needed for different jobs
- Understand that all people should have equal opportunities to follow career ambitions
- Talk about jobs they might like to do in the future and the skills needed

It's My Body

- Understand they can choose what happens to their body and know when a 'secret' should be shared
- Understand the importance of exercise and healthy eating
- Understand the importance of sleep
- Explain how germs travel and spread disease
- Identify ways to protect their bodies from ill health
- Know the difference between medicine and harmful drugs and chemicals
- Know how to make better choices and choose healthy habits

Year 4 Units of Study

In Year 4, pupils will be taught the following:

Rights Respecting

- Know what human rights are
- Know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child
- Can explain what democracy is and how this relates to rules and human rights
- I know that human rights are not dependent on responsibilities
- Explain what it means to respect the right of others and why this is important
- Can understand how stereotypes can stop human rights being met

VIPs

- Explain the importance of respecting VIPs
- Explain how to make and keep fabulous friends
- Identify own support network
- Demonstrate strategies for resolving conflicts
- Identify what bullying is
- Know what to do if someone is being bullied

Safety First

- Identify and discuss some school rules for staying safe and healthy
- Identify a risky situation and act responsibly
- Know a person can choose not to do something that makes them feel uncomfortable
- How to stay safe when outside the home
- Can talk about dangerous substances and how they affect the human body
- State 999 as the number to call to seek help in an emergency

Year 4 Units of Study

Think Positive

- Understand that it is important to look after our mental health
- Recognise and describe a range of positive and negative emotions
- Understand that some changes can be difficult but there are things we can do to help us cope
- Use mindfulness techniques to keep calm
- Identify uncomfortable emotions and manage them effectively
- Apply a positive attitude towards learning and take on new challenges

One World

- Describe similarities and differences between people's lives
- Identify opinions that are different from their own
- Consider the lives of other people living in other places and express own opinions.
- Recognise that their actions impact on people in different countries
- Know what climate change is
- Know there are organisations working to help people in challenging situations in other communities

Growing Up

- Name the main male and female body parts needed for reproduction
- Describe some of the changes boys go through during puberty
- Describe some of the changes girls go through during puberty
- Describe some feelings young people might experience as they grow up
- Understand that there are many different types of families and relationships
- Explain in simple terms how babies are made and how they are born

Useful Contacts

If you have any questions about the content of our Relationships or Health Education, please do not hesitate to contact these members of staff:



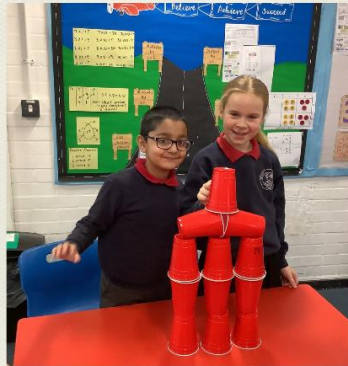
Mr Done
Head of School



Miss Jolly
PSHE Subject Leader
Year 4 Class Teacher



Miss Illingworth
Year 3 Class Teacher







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