



RELATIONSHIPS AND HEALTH EDUCATION – Subject Overview

Term	Healthy Bodies Healthy Minds Lesson themes	Statutory Curriculum Relationships Education	Statutory Curriculum Health Education
Autumn 1	Healthy and Happy Friendships	Caring Friendships Respectful Relationships Being Safe	
Autumn 2	E Safety / Anti Bullying Week	Online Relationships Being Safe	Internet Safety and Harms
Spring 1	Similarities and Differences	Respectful Relationships	Mental wellbeing
Spring 2	Caring and Responsibility	Families and People Who Care for Me Being Safe Respectful Relationships	Mental wellbeing
Summer 1	Families and Committed Relationships	Families and People Who Care for Me Respectful Relationships Being Safe	
Summer 2	Healthy Lifestyles Coping with Change		Physical Health and Fitness Mental wellbeing Healthy Eating Health and Prevention



RELATIONSHIPS AND HEALTH EDUCATION – Subject Overview

RELATIONSHIPS Education Curriculum - FAMILIES AND PEOPLE WHO CARE FOR ME

Pupils should know

- 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.

HEALTHY BODIES, HEALTHY MINDS – discreet teaching

Summer 1: Families and Committed Relationships

CROSS CURRICULAR opportunities

WHOLE SCHOOL

One Love display

The school's positive behaviour code –the SMARTER Code, features: "Respect and care for each other".

RELATIONSHIPS AND HEALTH EDUCATION – Subject Overview



RELATIONSHIPS Education Curriculum - CARING FRIENDSHIPS

Pupils should know

- 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.

HEALTHY BODIES, HEALTHY MINDS – discreet teaching

Autumn 1: Healthy and Happy Friendships

CROSS CURRICULAR opportunities

WHOLE SCHOOL

The school's positive behaviour code –the SMARTER Code, features: "Respect and care for each other".

Anti Bullying –whole school writing focus – letter writing (November)

Autumn 1 - Whole School Focus – FREINDSHIP

RELATIONSHIPS AND HEALTH EDUCATION – Subject Overview



RELATIONSHIPS Education Curriculum – RESPECTFUL RELATIONSHIPS

Pupils should know

- 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

HEALTHY BODIES, HEALTHY MINDS – discreet teaching

Autumn 1: Healthy and Happy Friendships

Spring 1 – Similarities and Differences

Spring 2 – Caring and Responsibilities

Summer 1 – Families and Committed Relationships

CROSS CURRICULAR opportunities

WHOLE SCHOOL

The school's positive behaviour code –the SMART Code, features: "Respect and care for each other".

Anti Bullying –whole school writing focus – letter writing (November)

The **EXPECT RESPECT Education Toolkit lessons** are taught in year groups (SPRING TERM)

This resource covers issues associated with Domestic Violence (gender stereotyping / resolving conflicts / controlling relationships) in an age appropriate way which is accessible for children. (see appendix A)

RELATIONSHIPS AND HEALTH EDUCATION – Subject Overview



RELATIONSHIPS Education Curriculum – ONLINE RELATIONSHIPS

Pupils should know

- 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

HEALTHY BODIES, HEALTHY MINDS – discreet teaching

Autumn 2 - E Safety

CROSS CURRICULAR opportunities

Please see Computing Curriculum -

WHOLE SCHOOL

Autumn 2 - Whole School Focus – E-SAFETY

RELATIONSHIPS AND HEALTH EDUCATION – Subject Overview



RELATIONSHIPS Education Curriculum – BEING SAFE

Pupils should know

- 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.

HEALTHY BODIES, HEALTHY MINDS – discreet teaching

Autumn 2 - E Safety
Spring 2 – Caring and Responsibilities
Summer 1: Families and Committed Relationships

CROSS CURRICULAR opportunities

WHOLE SCHOOL

School parliament members are the school’s safeguarding champions as part of their role.
NSPCC Pants Assembly - [PANTS website](#)
The school’s positive behaviour code –the SMART Code, features: “Act Safely”.

Autumn 2 - Whole School Focus – E-SAFETY

RELATIONSHIPS AND HEALTH EDUCATION – Subject Overview



HEALTH Education Curriculum – MENTAL WELL BEING

Pupils should know

- 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.
- 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.

HEALTHY BODIES, HEALTHY MINDS – discreet teaching

CROSS CURRICULAR opportunities

WHOLE SCHOOL

The school's Inclusion Team plays a strong part in supporting children to express their emotions and to know how to alter their frame of mind.

Every year, the school holds a "Healthy Lifestyles Week". Along with physical wellbeing, the week also encourages healthy mind-set and positive mental health and emphasises the importance of this for our day to day wellbeing.

"My Money week" is a whole school focus in the Summer Term that explores financial awareness (links to the impact of debt in an age appropriate way)

The school's positive behaviour code –the SMART Code, features: "Tell someone your worries".

CalmBrain Programme is used on a daily basis in each classroom

Use of colour monsters to allow children to express their emotions.

RELATIONSHIPS AND HEALTH EDUCATION – Subject Overview



HEALTH Education Curriculum – INTERNET SAFETY AND HARMS

Pupils should know

- 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.

HEALTHY BODIES, HEALTHY MINDS – discreet teaching

Autumn 2 - E Safety

CROSS CURRICULAR opportunities

WHOLE SCHOOL

Please see Computing Curriculum for more information.
Every year the school takes part in Safer Internet Day to raise awareness of how to stay safe online

Autumn 2 - Whole School Focus – E-SAFETY



RELATIONSHIPS AND HEALTH EDUCATION – Subject Overview

HEALTH Education Curriculum – PHYSICAL HEALTH AND FITNESS

Pupils should know

- 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 BODIES, HEALTHY MINDS – discreet teaching

Summer 2 – Healthy Lifestyles

CROSS CURRICULAR opportunities

ADD SCIENCE

WHOLE SCHOOL

Children have 2hrs of PE every week.

Summer 2 Whole School Focus – HEALTHY LIFESTYLES

The aim of the week is to raise awareness regarding the importance of keeping healthy physically and mentally. Children take part in assemblies by a range of visitors who emphasise the link between healthy body and healthy mind and describe the impact that health awareness has had on their lives.

RELATIONSHIPS AND HEALTH EDUCATION – Subject Overview



HEALTH Education Curriculum – HEALTHY EATING

Pupils should know

- 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).

HEALTHY BODIES, HEALTHY MINDS – discreet teaching

Summer 2 – Healthy Lifestyles

CROSS CURRICULAR opportunities

Add Science and DT

WHOLE SCHOOL

Summer 2 Whole School Focus – HEALTHY LIFESTYLES

The aim of the week is to raise awareness regarding the importance of keeping healthy physically and mentally. Children take part in assemblies by a range of visitors who emphasise the link between healthy body and healthy mind and describe the impact that health awareness has had on their lives.

RELATIONSHIPS AND HEALTH EDUCATION – Subject Overview



HEALTH Education Curriculum – DRUGS, ALCOHOL AND TOBACCO

Pupils should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

HEALTHY BODIES, HEALTHY MINDS – discreet teaching

Not applicable

Taught to Y6 via the STAR PROJECT

CROSS CURRICULAR opportunities

WHOLE SCHOOL



RELATIONSHIPS AND HEALTH EDUCATION – Subject Overview

HEALTH Education Curriculum – HEALTH AND PREVENTION

Pupils should know

- 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.

HEALTHY BODIES, HEALTHY MINDS – discreet teaching

CROSS CURRICULAR opportunities

WHOLE SCHOOL

RELATIONSHIPS AND HEALTH EDUCATION – Subject Overview



HEALTH Education Curriculum – BASIC FIRST AID

Pupils should know:

- 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.

HEALTHY BODIES, HEALTHY MINDS – discreet teaching

CROSS CURRICULAR opportunities

WHOLE SCHOOL

RELATIONSHIPS AND HEALTH EDUCATION – Subject Overview



HEALTH Education Curriculum – CHANGING ADOLESCENT BODY

Pupils should know:

- 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.

HEALTHY BODIES, HEALTHY MINDS – discreet teaching

N/A

CROSS CURRICULAR opportunities

WHOLE SCHOOL

See Sex Education – subject overview

RELATIONSHIPS AND HEALTH EDUCATION – Subject Overview



APPENDIX A

EXPECT RESPECT PROGRAMME – taught in year groups as part of the RELATIONSHIPS EDUCATION CURRICULUM – Respectful Relationships							
The EXPECT RESPECT Education Toolkit lessons are taught in year groups as part of the Class Assembly programme . This resource covers issues associated with Domestic Violence (gender stereotyping / resolving conflicts / controlling relationships) in an age appropriate way which is accessible for children.							
	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LESSON THEME	Looking at and challenging Gender expectations using toys	Friends, secrets and people that help us	Gender, careers and assumptions	Resolving conflict and where to get help	Examining violence, excuses and responsibilities	Secrets and Stories – controlling relationships	Court Room Game – gender stereotypes.
OUTCOMES	Talk about how some toys are seen as boys or boys and whether this is fair or not. Begin to accept that although boys and girls re not the same they can still play with a whole range of different toys	Think about how behaviour affects others and how others behaviour affects them. Begin to be able to distinguish firmly and unfriendly behaviour or good and bad secrets and be assertive enough to say no to unreasonable demands	Discuss which careers are carried out by men or women. Begin to understand that one can question some of the underlying assumptions made on the basis of gender or size.	Discuss feelings about arguments. Think about how their behaviour affects others and how others behaviour affects them. Begin to distinguish conflicts which need urgent resolution and those which can wait.	Discuss feelings about violence and know that it is illegal. Think about how their behaviour affects others and how they can play a role in helping stop violence, even in other people’s arguments. Have some idea as to how to avoid violent reactions and begin to take responsibility for their own actions.	Discuss their feelings about secrets and friendship. Know that some secrets are unhealthy and it is OK to ask for help. Think about how their behaviour affects others and how they can play a role in helping others even if this can sometimes means telling a secret. Understand that sometimes children are experiencing problems at home that they find difficult to share with others.	Think about the impact of gender stereotypes. Think about some of the assumptions underlying stereo typical views of males and female behaviour and how these stereotypes affect them and their own reactions.