

Name of school	Hunwick Primary School
Staff member(s) responsible	Stuart Joyce, Sarah Wade
Date of latest parental consultation	
Date of latest student voice	

Relationships & Health Education – Primary

Teachers who will be delivering relationships, sex and health education are outlined below:

Name	Job Title
Victoria Round	Class Teacher
Miranda Shale	Class Teacher
Sarah Wade	Class Teacher
Millie Turvey	Class Teacher
Kate Barker	Class Teacher
Lesley Oliver	HLTA

Relationship education content per year group:

Cycle A	Cycle B
Nursery and Reception	Nursery and Reception
Families and Committed Relationships – Marvellous Me Talk about their family and special people and those who keep them safe at home. Describe their house. Healthy and Happy Friendships Speak positively about themselves. Choose ways to help themselves when they feel sad/worried/frustrated. Listen to what others say and respond. Explore how our friends might feel at certain times.	Families and Committed Relationships – Marvellous Me Talk about their family and special people and those who keep them safe at home. Describe their house. Healthy and Happy Friendships Speak positively about themselves. Choose ways to help themselves when they feel sad/worried/frustrated. Listen to what others say and respond. Explore how our friends might feel at certain times.

Caring and Responsibilities Talk about when they might feel unsafe or unhappy. Name some key adults (inside and outside of school) who can help them and care for them when feeling sad/worried/scared. Notice when a friend is in need at school and help them. Suggest ways in which they can help a friend who is sad. Similarities and Difference Talk about their own interests, likes and dislikes with their friends and adults in their classroom, name different feelings and possible causes. Understand that we have different special people. Talk about how they are the same and different to others (including body attributes). Discuss and compare different homes around the world, including the lives of different children through use of videos and books.	Caring and Responsibilities Talk about when they might feel unsafe or unhappy. Name some key adults (inside and outside of school) who can help them and care for them when feeling sad/worried/scared. Notice when a friend is in need at school and help them. Suggest ways in which they can help a friend who is sad. Similarities and Difference Talk about their own interests, likes and dislikes with their friends and adults in their classroom, name different feelings and possible causes. Understand that we have different special people. Talk about how they are the same and different to others (including body attributes). Discuss and compare different homes around the world, including the lives of different children through use of videos and books.
Year 1 and Year 2	Year 1 and Year
Families and Committed Relationships – Importance of Family: What a family is (including difference and diversity between families), and why families are important and special. Healthy and Happy Friendships – Making friends and getting along: Forming friendships and how kind or unkind behaviours impact other people. Caring and Responsibilities – Our Special Person: Identifying who our special people are and how they keep us safe. Similarities and Difference – Recognising Strengths and Respecting Differences: Similarities and differences between people and how to respect and celebrate these.	Healthy and Happy Friendships - What makes a happy friend: Understand what makes a happy friendship. Recognise personal boundaries and safe / unsafe situations. Families and Committed Relationships - Diversity of Family: The different people in our families, and how families vary. Caring and Responsibilities - Special People in Our Communities: The different communities and groups we belong to and how we help and support one another within these. Similarities and Differences - Strengths, Abilities and Stereotypes: Exploring different strengths and abilities.

	Understanding and challenging stereotypes.
Year 3 and Year 4	Year 3 and Year 4
Families and Committed Relationships – Belonging together: Different types of committed relationships and the basic characteristics of these. Healthy and Happy Friendships – Being a good friend: Being a good friend and respecting personal space. Strategies for resilience. Caring and Responsibilities – Responsibilities and Boundaries: Our responsibilities and ways we can care and show respect for others.	Healthy and Happy Friendships - Solving Friendship Difficulties: Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries. Families and Committed Relationships - Family and Other Relationships: The range of relationships we experience in our everyday lives. How to understand the differences between types of relationship we encounter. Caring and Responsibilities - Rights and Responsibilities: Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child. Similarities and Differences - Identity and Diversity: Identity and diversity. Seeing different perspectives and not making judgements based on appearance.
Year 5 and Year 6	Year 5 and Year 6
Families and Committed Relationships – Healthy Committed Relationships: The characteristics of healthy, positive and committed relationships, and how these develop as people grow older. Healthy and Happy Friendships – Changing Friendships: Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Healthy and Happy Friendships - Relationships and feelings: How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions. Caring and Responsibilities - Responsible Behaviour: How we can take more responsibility for self-care and

Caring and Responsibilities – Care in the Community: How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	who cares for use as we grow older, including at secondary school. Similarities and Differences - Respectful Behaviour Online: Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in.' Similarities and Differences - Celebrating Strengths and Setting Goals: Celebrating strengths, setting goals and keeping ourselves safe online.
--	--

Health education content per year group:

Cycle A	Cycle B
Nursery and Reception	Nursery and Reception
Healthy Lifestyles – Healthy Bodies, Healthy Minds Name and describe what their bodies need for energy (food, water, exercise, sleep) and how they feel without sufficient resources. Talk about their own morning and bedtime routines (including calm strategies, teeth and face hygiene). Explain how exercise can help us stay well – physically and mentally. Make healthy choices independently about food, hygiene and exercise, in their home or education setting. Develop strategies to overcome issues, their confidence and resilience towards having a growth mindset. Plan goals, review and celebrate successes of both themselves and peers. Participate in, discuss and reflect on activities to promote positive mental health. Health and Wellbeing Coping with Change Explain how different people might feel if they find something hard. Encourage others to persevere and support their friends during challenges.	Healthy Lifestyles – Healthy Bodies, Healthy Minds Name and describe what their bodies need for energy (food, water, exercise, sleep) and how they feel without sufficient resources. Talk about their own morning and bedtime routines (including calm strategies, teeth and face hygiene). Explain how exercise can help us stay well – physically and mentally. Make healthy choices independently about food, hygiene and exercise, in their home or education setting. Develop strategies to overcome issues, their confidence and resilience towards having a growth mindset. Plan goals, review and celebrate successes of both themselves and peers. Participate in, discuss and reflect on activities to promote positive mental health. Health and Wellbeing Coping with Change Explain how different people might feel if they find something hard. Encourage others to persevere and support their friends during challenges.

<i>Openness to try new activities, pushing the boundaries of their comfort zone. Develop skills in planning, reviewing applying a trial-and-error approach. Share an experience where they haven't achieved their goal. Recognise that some skills take time to learn. Describe the changes in their body during exercise and what is happening to their body.</i>	<i>Openness to try new activities, pushing the boundaries of their comfort zone. Develop skills in planning, reviewing applying a trial-and-error approach. Share an experience where they haven't achieved their goal. Recognise that some skills take time to learn. Describe the changes in their body during exercise and what is happening to their body.</i>
Year 1 and Year 2	Year 1 and Year 2
Healthy Lifestyles – Amazing bodies: Our bodies and the amazing things they can do. Learning the correct names for different body parts. Health and Wellbeing: Coping with Change - Growing and Changing: <i>Growing from young to old and how we have changed since we were born.</i>	Coping with Change - Setting Goals: Exploring how our bodies and needs change as we grow older. Aspirations and goal setting. Healthy Body, Health Mind - Staying Safe and Healthy: Ways to stay healthy, including safe and unsafe use of household products and medicines.
Year 3 and Year 4	Year 3 and Year 4
Healthy Lifestyles – Healthy Bodies, Healthy Minds – Sleep, Food and Hygiene: Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean. Health and Wellbeing Coping with Change - Ourselves: Growing and Changing – Puberty and Hygiene: How our bodies change as we enter puberty, including hygiene needs and menstruation.	Coping with Change - Coping With Feelings When Things Change: Coping with feelings around the changes in our lives. Healthy Body, Health Mind - Influence and Choices: Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.
Year 5 and Year 6	Year 5 and Year 6
Health and Wellbeing – Healthy Bodies, Healthy Minds – Valuing our bodies and our minds: Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits	Coping with Change - Coping with emotional effects: Ways to manage the increasing responsibilities and emotional effects of life changes.

(including alcohol, tobacco and drugs) and their effects on wellbeing. Health and Wellbeing - Coping with Change – Puberty and Emotions: How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.	Healthy Body, Health Mind - Being The Best Me: Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage ill-health.
--	---

Sex Education content per year group:

Cycle A	Cycle B
Nursery and Reception	Nursery and Reception
Natural World - Name, describe and explain seasonal changes and use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot. Describe the life cycle of an animal. <i>Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals).</i> Talk about how babies change as they grow and how their needs develop. Use the language and describe the different life stages of baby, child, teenager, adult, older age. Similarities and Differences – Talk about similarities and differences between male and females (humans and animals) and changes over time. Begin to play inclusively with their friends, regardless of their sex. Discuss differences and similarities between families and what a family may look like. Understand that every family is different. Talk about how they have grown in resilience. Talk about their own experiences growing up. Name parts of the body (including external genitalia). Explain which parts of their body are kept private and safe and why. Tell or ask an appropriate adult for help if they feel unsafe or hurt.	Natural World - Name, describe and explain seasonal changes and use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot. Describe the life cycle of an animal. <i>Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals).</i> Talk about how babies change as they grow and how their needs develop. Use the language and describe the different life stages of baby, child, teenager, adult, older age. Similarities and Differences – Talk about similarities and differences between male and females (humans and animals) and changes over time. Begin to play inclusively with their friends, regardless of their sex. Discuss differences and similarities between families and what a family may look like. Understand that every family is different. Talk about how they have grown in resilience. Talk about their own experiences growing up. Name parts of the body (including external genitalia). Explain which parts of their body are kept private and safe and why. Tell or ask an appropriate adult for help if they feel unsafe or hurt.

Year 1 and Year 2	Year 1 and Year 2
Healthy Lifestyles – Amazing bodies: Our bodies and the amazing things they can do. Learning the correct names for different body parts (including external genitalia and parts covered by underwear are private).	
Year 3 and Year 4	Year 3 and Year 4
Health and Wellbeing Coping with Change - Ourselves: Growing and Changing – Puberty and Hygiene: How our bodies change as we enter puberty, including hygiene needs and menstruation.	Healthy and Happy Friendships - Solving Friendship Difficulties: Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries (consent).
Year 5 and Year 6	Year 5 and Year 6
Health and Wellbeing Coping with Change – Puberty and Emotions: How puberty changes can affect our emotions and ways to manage this; questions about puberty and change. (YEAR 6 ONLY) Families and committed relationships – Starting a family: Human reproduction, including different ways to start a family.	(YEAR 6 ONLY) Families and committed relationships – Starting a family: Human reproduction, including different ways to start a family.

Right to withdraw:

Parents do have the right to request their child is withdrawn from Sex Education aspects of the RSHE curriculum. If you wish to withdraw your child, please contact our Headteacher, Mr Joyce, who will be happy to discuss this further with you and a withdrawal form will need to be completed. At Hunwick Primary School, all aspects of RSHE is taught through our bespoke PSHE programme. More information on the content of lessons can be found on our school website.

Please see below a useful document produced by the government, which provides answers to frequently asked questions:

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

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs)