

# Relationships & Health Education

Anna Stroud  
PSHE & Mental Health Lead



# Outcome Of This Session

- To recognise the importance of Relationships Education & Health Education within the wider PSHE curriculum
- Understand the changes Frimley are taking in response to the Ofsted Sexual Harassment Review

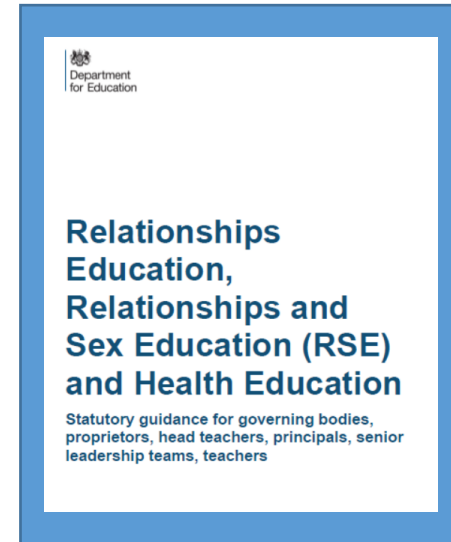


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Why has Relationships Education & Health Education  
been made statutory?

*“Pupils need to know how to be safe and healthy, and how to manage their academic , personal and social lives in a positive way.”*



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# Information



Where do the children get their information about relationships, puberty, growing up etc?



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# We need to give our children the skills to stay safe

*At Frimley, we believe the health and wellbeing of our children underpins every aspect of school life.*  
**Frimley CofE PSHE Policy 2022**

*“The advent of the smart phone has opened a door to the outside world – and we have a responsibility to make our children and their parents aware.”* Guildford Diocese



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# Relationships Education

Topics covered:

- Families & People who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe



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# Health Education

Topics covered:

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health & Fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body



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# Knowledge & Skills

Knowledge	Year 3	Year 4	Year 5	Year 6
<b>Jigsaw – The Mindful Approach to PSHE</b>				
<b>Relationships</b>	Family roles & responsibilities Friendships & negotiations Keeping safe online & who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Jealousy Love & loss Memories of loved ones Getting on & falling out Girlfriends & boyfriends Showing appreciation for people & animals	Self-recognition & self-worth Building self-esteem Safer online communities Rights & responsibilities online Online gaming & gambling Reducing screen-time Dangers of online grooming SMARRT Internet safety rules	Mental health -0 identifying mental health worries & sources of support Love & loss Managing feelings Powering & control Assertiveness Technology safety Take responsibility with technology use
<b>Relationships</b>	<b>I can explain</b> how my life is influenced positively by people I know and also by people from other countries  <b>I can explain</b> why my choices might affect my family, friendships & people around the world who I don't know	<b>I can recognise</b> how people are feeling when they miss a special person or animal.  <b>I can give ways</b> that might help me manage my feelings when missing a special person or animal.	<b>I can compare</b> different types of friendships & the feelings associated with them.  <b>I can explain</b> how to stay safe when using technology to communicate with my friends, <b>including how</b> to stand up for myself, negotiate and to resist peer pressure.	<b>I can identify</b> when people may be experiencing feelings associated with loss& also recognise when people are trying to gain power or control.  <b>I can explain the feelings</b> I might experience if I lose somebody special & when I need to stand up
			<b>I can apply strategies</b> to manage my feelings & the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	for myself & my friends in real or online situations.  <b>I can offer strategies</b> to help me manage these feelings & situations.



# Knowledge & Skills

Knowledge	Year 3	Year 4	Year 5	Year 6
<b>Jigsaw – The Mindful Approach to PSHE</b>				
<b>Changing Me</b>	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	Being unique Having a baby Girls & puberty Confidence in change Accepting change Preparing for transition Environmental change	Self and body image Influence of online & media on body image Puberty for girls Puberty for boys Conceptions (including IVF) Growing responsibility Coping with change Preparing for transition	Self-image Body image Puberty & feelings Conception to birth Reflections about change Physical attraction Respect & consent Boyfriends / girlfriends Sexting / Nudes Transition
<b>Changing Me</b>	<p><b>I can explain</b> how boys' &amp; girls' bodies change on the inside / outside during growing up process can tell you why these changes are necessary</p> <p><b>I recognise how I feel</b> about these changes happening to me and can suggest some ideas to cope</p>	<p><b>I can summarise</b> the changes that happen to boys' and girls' bodies that prepare them for making a by when they are older, I can explain some of the choices I might make in the future and some of the choices that I have no control over.</p> <p><b>I can offer</b> some suggestions about how I might manage my feelings when changes happen.</p>	<p><b>I can explain how</b> boys and girls change during puberty and why looking after myself physically +&amp; emotionally is important.</p> <p><b>I can summarise</b> the process of conception.</p> <p><b>I can express how</b> I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>	<p><b>I can describe</b> how a baby develops.</p> <p><b>I recognise</b> how I feel when I reflect on becoming a teenage.</p>

# Questions



# Our response to the Ofsted's Review of sexual abuse in schools and colleges



The rapid review of sexual abuse, including peer-on-peer sexual harassment, sexual violence and online abuse in schools and colleges in England was carried out by Ofsted, at the request of the government. It looked at:

- safeguarding and the curriculum
- multi-agency safeguarding arrangements
- victims' voice and reporting.

Respect  
Empowerment  
Reporting  
Sanctions





# Developing an understanding of what is and isn't acceptable behaviour



- Inset Day training for all staff in November
- Whole school lessons on what constitutes 'banter', name-calling and how to report concerns
- Whole School Pupil Voice & red and green zones



# Challenging, educating & empowering



PREVENTING SEXUAL HARASSMENT IN SCHOOLS  
the role of PSHE education



Ages  
7-8

Relationships
Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends
I can explain how my life is influenced positively by people I know and also by people from other countries.
I can explain why my choices might affect my family, friendships and people around the world who I don't know.

Ages  
8-9

Relationships
Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and Animals
I can recognise how people are feeling when they miss a special person or animal.
I can give ways that might help me manage my feelings when missing a special person or animal.

Ages  
9-10

Relationships
Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules
I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.
I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.

Ages  
10-11

Relationships
Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use
I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.
I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.



# Reporting and Sanctions

- 1** To respond to challenging behavior  
WHAT HAPPENED?
- 2** WHAT WERE YOU THINKING OF AT THE TIME?
- 3** WHAT HAVE YOU THOUGHT ABOUT SINCE?
- 4** WHO HAS BEEN AFFECTED BY WHAT YOU HAVE DONE AND IN WHAT WAY?
- 5** WHAT DO YOU THINK YOU NEED TO DO TO MAKE THINGS RIGHT?



# Supporting the Whole Child

Relationships  
Education

Health  
Education

PSHE

Mental  
Health &  
Well-Being



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# Feel Good Friday

## Dedicating regular curriculum time to PSHE education

Well-planned, regular lessons are required to teach the knowledge and develop the understanding, skills and attributes that will support children and young people to build and maintain positive relationships, recognise unhealthy or abusive relationships, and keep themselves and others safe.

PSHE Association

Every Friday afternoon

- PSHE
- Circle Time
- Hot Topics – Internet Safety discussions
- Philosophy for Children (P4C)
- Frimley Learner Passports
- Challenges & Target Setting
- Growth Mindset & Resilience



# Questions

