

# Relationships & Health Education at Canon Popham

Parent Consultation  
Monday 2<sup>nd</sup> March 2020



# What we will be doing:



## Getting ready for 2020!

- Explaining the changes to requirements for RHE coming in from September 2020
- Explaining how we currently teach RHE
- Get your views on what you think
- Make any changes to our curriculum & policy.



# The new expectations:

*'Your child's school will have flexibility to*

*deliver the content in a way that is age*

*and developmentally appropriate*


*and sensitive to the needs*

*and religious background of its pupils.'*



CANON POPHAM C of E PRIMARY ACADEMY  
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Headteacher: Mrs A. Navas Chair of Governors: Mr C. Mitchell



**Relationships Education**: by the end of primary school pupils should know...

**Families and people who care for me:**

- **know** families are important for children growing up because they can give love, security and stability.
- **know** 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.
- **know** 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
- **know** 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.
- **know** marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- **know** to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

**Caring friendships:**

- **know** important friendships are in making us feel happy and secure, and how people choose and make friends.
- **know** characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- **know** healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- **know** 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.
- **know** 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.


**Respectful relationships:**

- **know** 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.
- **know** steps they can take in a range of different contexts to improve or support respectful relationships.
- **know** conventions of courtesy and manners.
- **know** importance of self-respect and how this links to their own happiness.
- **know** 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.
- **know** a stereotype is, and how stereotypes can be unfair, negative or destructive.
- **know** importance of permission-seeking and giving in relationships with friends, peers and adults.

**Health Education**: by the end of primary school pupils should know...


**Mental wellbeing:**

- **know** mental wellbeing is a normal part of daily life, in the same way as physical health.
- **know** 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.
- **know** to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- **know** to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- **know** benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- **know** self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- **know** kindness and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- **know** bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing, 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).
- **know** 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.



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**Online relationships:**

- **know** people sometimes behave differently online, including by pretending to be someone they are not.
- **know** 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.
- **know** rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- **know** to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- **know** information and data is shared and used online.


**Being safe:**

- **know** sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- **know** 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.
- **know** each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- **know** to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- **know** to recognise and report feelings of being unsafe or feeling bad about any adult.
- **know** to ask for advice or help for themselves or others, and to keep trying until they are heard.
- **know** to report concerns or abuse, and the vocabulary and confidence needed to do so.
- **know** to get advice e.g. family, school and/or other sources.

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# The new expectations:

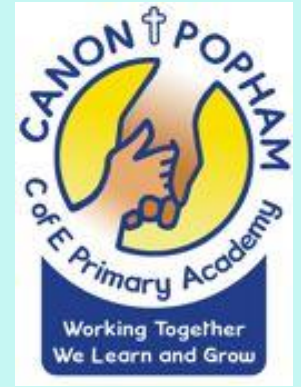
- The emphasis on families has always been there, but now we have to reflect the different types of families that our children have & will come across. The world looks very different from when this curriculum was last updated!
- Designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.

- We've updated our curriculum to reflect the changes so that it is:  
Age / developmentally appropriate  
Promotes dignity & respect for all.



# The new expectations:

- Different types of families that our children have & will come across:
  - Man & woman
  - Lone / single parent
  - Same sex parents
  - Adoptive / foster parents
  - Blended families



This is from the point of view of promoting respect & dignity for all.





# Families and people who care for me

## *what it says...*



- 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 other people's 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



# Some questions to consider...



- What are your thoughts on our current curriculum for RHE?
- Do you think this curriculum meets your child's needs?
- What do we do well? What could we do better?
- Is there anything we're not covering that you think we need to address?
- Is there something we could cover more/less?
- What do you think about the way we currently deliver RHE to pupils?
- As a parent /carer, do you feel like you need more information or guidance on specific topics?



# Right to withdraw your child...

## CAN NOT Withdraw



- Relationships & Health Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.
- The Science curriculum where content on human development, including reproduction is taught in all maintained schools.

## CAN WITHDRAW



- Sex Education - you can ask that they are withdrawn from these parts & permission may be granted by the HT.
- You would need to find out when this specific part is covered & let us know.





# Thank you for your comments...

These alongside the views of other stakeholders will help us to get ready for September 2020.

Please be assured:

- We want all of our children, families, friends & wider community to have the dignity & respect that they deserve.
- We want our children to be prepared for their on going education & future life so that they can live happily, healthily & safely!



**Thank you from  
everyone at**

**Canon Popham C of  
E Primary Academy**

