



Foundation MTP - PSHE Healthy Relationships

Intent	PSHE forms the bedrock of society as the subject in which children learn how to function as helpful, kind and productive members of a society which is ever-changing. Without the support of PSHE, children may find it difficult to learn how to manage their emotions, how to form strong and appropriate relationships, and how our world works. In Healthy Relationships, it is vital that we provide our children with the tools to make sensible, informed decisions about their own bodies, their relationships with others and their own responsibilities in the world. Our main priority is to safeguard children by equipping them with the skills and knowledge that they need to be successful and healthy in modern Britain. Our Healthy Relationships policy should be read in conjunction with the Medium-Term Plan, alongside the Equality policy, PSHE policy and all Safeguarding policies. We are dedicated to balancing the support we offer to children with engagement with our community and will hold yearly workshops. At these, Senior Leaders will be available to discuss the curriculum with parents and carers. In addition, we will hold a survey for pupils to express how helpful they found the Healthy Relationships learning in order to ensure that we are providing the most up-to-date and effective curriculum possible. We are dedicated to ensuring our Healthy Relationships is inclusive and accessible, through scaffolded or supported tasks, and through representation of a range of genders, ethnicities, family types and other on resources. We are consistently working on this.			
Year 3				
Lesson 1: To explore different types of relationships	Lesson 2: To understand when relationships are not safe and how to get support	Lesson 3: To explore the differences between males and females and name their specific body parts	Lesson 4: To explore the link between physical and mental health	
Philosophy: What is a parent's main job? Different types of families and how these are similar or different to our own family structure Different emotions our families experience	Philosophy: "You are as safe as you can be online because no one can touch you." Do you agree or disagree? Difference between unhealthy/toxic relationships and those which have upset us Different types of touch Consenting to types of touch	Philosophy: Do you think that only doctors should use medical language? Exploration of difference between males and females Gender stereotypes Language of biological differences	Philosophy: Which is more important: your physical or mental health? Worries and the impact of a negative thought cycle Where children experience worries How to overcome worries	



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Qualities and attributes of a family Recipe for a friend - and our own responsibilities Barriers to building strong friendships World citizenship - respect and tolerance for others	Personal space How to behave and speak in friendships How unhealthy relationships impact our mental health Where to get support	Purposes of different body parts Appropriateness of differing levels of dress	Impact of positive mental health, actions and language
There is an expectation that class TAs and 1:1s will be present in all Healthy Relationships lessons. This is to support in both a safeguarding capacity and to ensure that the most vulnerable pupils (including pupils with SEND) are adequately supported. All teachers will have received training to allow them to lead more open discussions. All children will have the opportunity to ask questions anonymously.			
Year 4			
Lesson 1: LO: To explore different types of relationships	Lesson 2: To understand when relationships are not safe and how to get support	Lesson 3: LO: To explore the physical and emotional changes in puberty	Lesson 4: LO: To explore the link between physical and mental health in puberty
Philosophy: Is family the most important thing in the world? Different types of families and how these are similar or different to our own family structure Qualities needed to make a strong family Attributes of a friend Our roles and responsibilities in a friendship	Philosophy: "People you don't know are the most dangerous." Do you agree? Difference between unhealthy/toxic relationships and those which have upset us Building resilience in our relationships Types of touch and the right over own bodies Consent	Philosophy: Should we talk about our mental health? Lifecycles and where puberty fits into them Language associated with puberty, including for genitalia Physical and emotional changes during puberty Menstruation, including period product use, access to period products and concerns surrounding "normal" periods	Philosophy: Only medical professionals can help with mental health. True or false? Discuss of how physical health can benefit mental health Nutrition - food plate and creation of own snack Self-regulation Yoga and meditation Team work and communication The importance of building things



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How to improve friendships: sharing, honesty, showing appreciation and personal attributes Barriers to improving friendships World citizenship - respect and tolerance for others	Language use - changing thoughts to more appropriate Best qualities and how unhealthy relationships can impact this Online safety Where to get support	Emotional impact of puberty Supporting each other to encourage positive emotions	Self-care stations Where to get support if needed
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Year 5			
Lesson 1: LO: To explore different types of relationships	Lesson 2: Session 2 LO: To understand when relationships are not safe and how to get support	Lesson 3: LO: To explore the physical and emotional changes in puberty	Lesson 4: LO: To explore the link between physical and mental health in puberty
Philosophy: When something is yours, it's private. True or false? Why? Types of families Our own families Roles within families Privacy versus safety Attributes of friends Ways to show attributes of ourselves Resolving conflicts	Philosophy: What is the most important thing to remember when online? What are child-on-child crimes? Examples and opportunity to discuss how to get help. How to resolve child-on-child issues online Consequences of online or inappropriate behaviour	Philosophy: Should we talk about our mental health? Human lifecycle Language associated with puberty, including for genitalia and reproductive organs Physical and emotional changes during puberty Menstruation, including period product use, access to period	Philosophy: Does everyone have mental health? Discuss of how physical health can benefit mental health Nutrition - food plate and creation of own snack Self-regulation Yoga and meditation Team work and communication The importance of building things



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Active citizenship Fundamental human rights Link between positive relationships and good mental health	Sexual image sharing and how to get support Privacy versus safety Recognising coercive control Saying no How and where to get help - particularly from third parties Impact of negative relationships on our mental health	products and concerns surrounding "normal" periods Wet dreams and erections Hygiene and the importance of keeping ourselves clean Physical health and its impact on our mental wellbeing	Self-care stations Where to get support if needed
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Year 6

Lesson 1: LO: To explore different types of relationships	Lesson 2: LO: To understand when relationships are not safe and how to get support	Lesson 3: LO: To explore the link between physical and mental health in puberty	Lesson 4: LO: To understand the facts of conception	Lesson 5: LO: To explore peer pressure and our transition to secondary school
Philosophy: Some relationships are impossible to have. Do you agree? Types of families Our own families Roles within families Attributes of friends	Philosophy: Can adults ask for help in relationships? Strangers Safe interactions with strangers Safe interactions with peers	Philosophy: Should we talk about our mental health? Human lifecycle Language associated with puberty, including for genitalia and reproductive organs	Philosophy: When are you grown-up? Human lifecycle Life experiences and where in our lives people may choose to have a family Facts of conception	Philosophy: Doing what my friends do is the easiest option. Do you agree? Elements of a healthy relationship Peer pressure and its impact on young people



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<p>Qualities within ourselves to encourage friendship</p> <p>Next steps for ourselves with regards to friendship</p> <p>Barriers to attaining next steps</p> <p>Being a world citizen</p> <p>Voluntary service and its benefits</p> <p>Fundamental human rights</p> <p>Link between positive relationships and good mental health</p>	<p>Cyberbullying and how to act</p> <p>Use of social media</p> <p>Consenting to interactions</p> <p>Recognising coercive control</p> <p>Saying no</p> <p>How and where to get help - particularly from third parties</p> <p>Impact of negative relationships on our mental health</p>	<p>Physical and emotional changes during puberty</p> <p>Menstruation, including period product use, access to period products and concerns surrounding "normal" periods</p> <p>Wet dreams and erections</p> <p>Hygiene and the importance of keeping ourselves clean</p> <p>Physical health and its impact on our mental wellbeing</p>	<p>Consent</p> <p>A child's right to their own body and image, including where to get help</p> <p>Different family structures</p> <p>Gender identity and its link to conception</p>	<p>Pressure to appear a certain way</p> <p>Posting images and videos without consent</p> <p>Drawing boundaries in new relationships</p> <p>Reality versus fake</p> <p>Revision of how to say no</p>
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