

**Relationships Education,
Relationships and Sex Education
(RSE) and Health Education at
Priors Hall – a learning community.**

Year 3 Information



How do we structure our RSE lessons?

Our RSE content is taught through our PSHE lessons. We follow the Kapow scheme of work so our lessons are sequenced and progressive between the years.

The RSE content is distributed between 3 of our PSHE units:

**Family and
relationships**

**Health and
wellbeing**

**Safety and the
changing body**



How do we structure our RSE lessons?

We also deliver a myHappymind lesson each week. This is a mental health and wellbeing programme which also covers the majority of the RSE statutory guidelines. Opportunities are therefore provided to revisit concepts to help reinforce the learning.



Which RSE statutory requirements are we meeting in Year 3?

Families and people who care about me:

- 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 for them.
- 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.
- How 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:

- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.



Which RSE statutory requirements are we meeting in Year 3?

Online relationships:

- 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.

Being safe:

- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.



Which RSE statutory requirements are we meeting in Year 3?

Respectful relationships:

- 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.
- 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.



How is RSE covered in our units?

Families and relationships:

- How to resolve relationship problems.
- Effective listening skills and about non-verbal communication.
- Looking at the impact of bullying and what action can be taken.
- Exploring trust and who to trust and that stereotyping can exist.

Safety and the changing body:

- Be a responsible digital citizen.
- Cyberbullying, identifying unsafe digital content.
- Influences and making independent choices.



Top Tips: How to help at home

- Find time to talk, just the two of you – ‘check in’ with them while you’re doing things together, so they get used to talking about their feelings.
- Play together – play helps children to be curious, learn new things, solve problems and express feelings without words.
- You can help your children learn how to deal with their emotions in a healthy way by modeling coping skills at home. You can engage in these skills with your child or talk them through doing them on their own. Activities such as deep breathing, using stress balls, art (painting, coloring, doodling) or going for walks can be great strategies for coping with feelings.
- Uncertainty about day-to-day schedules can lead to a lot of stress or anxiety in a child’s life. Creating a general routine at home can provide some relief and peace for your child, whether it’s a schedule for daily meals or a weekly movie night. Having clear boundaries is also important for your child to know what is expected of them at home and can minimise feelings of frustration from both parent and child.



Frequently Asked Questions

Who can my child talk to if they are worried about anything they have learnt?

Every child at Priors Hall has completed a 'Supportive 5' where they have identified 5 trusted adults within the school. Children can talk to any of these adults.

Can children be withdrawn from RSE?

RSHE content is statutory and there is no right to withdraw for parents. The only aspects parents have the right to withdraw children from is sex education. There are two lessons to which this applies: both lessons are taught in year 6 and they cover the science of conception, pregnancy and birth.



Who can I talk to about RSE at Priors Hall?

Please contact the class teacher on Class Dojo or contact the Personal Development lead, Mrs Barratt, on katiebarratt@priorshallalc.com

