

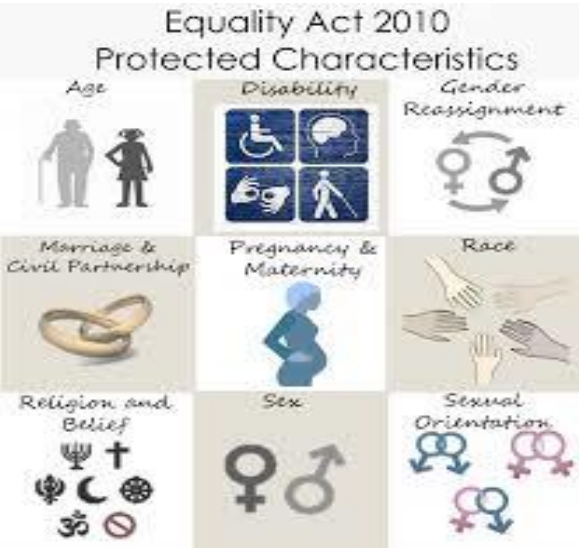
Information on Relationship and Health Education

Intentions:-

1. To explore the Relationships and Health Education: how, what and when we intend to teach our children.
2. To address concerns and questions around teaching Relationship and Health Education.
3. Understand the school's legal obligations on Relationships and Health Education (from September 2020)



UK since 2000.



What life experiences are children likely to experience by the end of year 6?



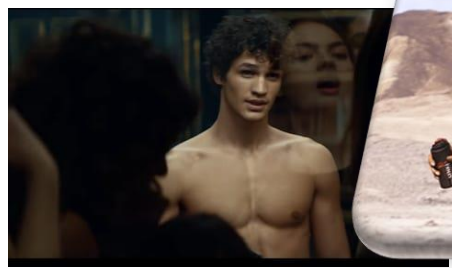
Experiences a child might have by end of primary school.

What life experiences are children likely to experience by the end of year 6?

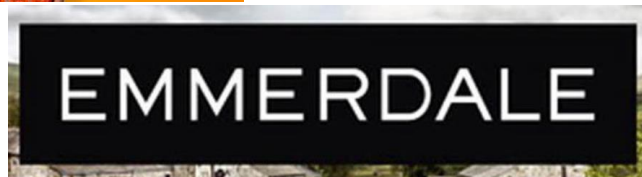
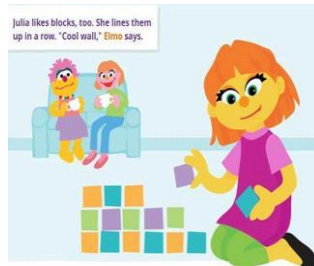
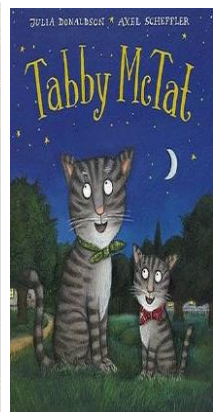


**HATE
CRIME**





In the media already (Equality Act 2010) ...



- Supporting students to make their **own** informed decision-making from accurate sources of information
- Knowledge and capability to stay safe and healthy
- Age appropriate, sensitively and inclusively.
- Preparation for the modern world
- Manage their personal and social lives in a positive way.
- Understanding their place in an open and plural society; understand, accept and include people with backgrounds different to their own.



From September 2020: All students must be taught about...

Relationship Education

- Families and people who care for me
- Caring friendships
- Respectful relationships.
- Online relationships
- Being safe

Health Education

- Mental Wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body.

Parents of primary-age children have the right to withdraw their children from some or all of Sex Education that is outside the Science Curriculum, but not to withdraw from Relationships Education, Health Education or Science.



Schools must comply with: -

- The Equalities Act 2010
- Keeping Children Safe in Education (Safeguarding)
- Statutory Guidance: Relationship, Health and Sex Education (June 2019)
- OFSTED Guidance.
- Green Paper: Mental Health and Wellbeing.
- British Values: Democracy, Mutual Respect, Rule of Law, Individual Liberty, Tolerance of others
- National Curriculum: Science

Alongside **many other pieces** of legislation designed to keep children safe.



2000 Guidance: Sex Education: what is it?

From September 2020, this will become part of Health Education.

Mis-named...and misleading
Sex Education is not really about sex!
Government emphasis is on Relationships and Health Education!

'Sex Education' at primary school only includes:

1. Puberty
2. Human reproduction

and not all of this covers all year groups!



Right now, until September 2020

Legally:

1. Schools **MUST** teach the Science curriculum which includes some 'sex education'
2. The DfE guidance 2000 requires schools publish their policy on SRE

(Sex and Relationships Education)

Plus

The DfE 2000 guidance **'recommends'** all schools have a Sex and Relationships Education Programme (p9)

that ensures 'boys and girls know about puberty and how a baby is born'

How schools do this is left up to them

Sex Education: Now until
September 2020.



Year 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

- notice that animals, including humans, have offspring which grow into adults

(Non-statutory note: Pupils should be introduced to ...the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs)

Years 3 and 4

- Nothing in Science curriculum related to puberty or reproduction!



Year 5

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
 - (Non-statutory note: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals)
- describe the changes as humans develop to old age.
 - (Non-statutory note: Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
 - Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows)



Year 6

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

What must schools teach under the Science Curriculum?



- Is this enough to ensure children know about puberty and how babies are born?
- Is this enough information to help children keep themselves SAFE in today's world?



How will we do this?

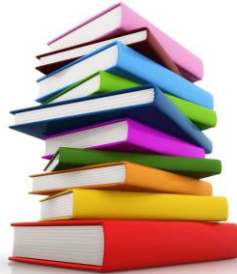
Teachers.



Public Health
England



Working
collaboratively
with others.



PSHE
Association

PSHE Education
Programme of Study
Key stages 1-5

Talk



Statutory Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

Faith Schools

Faith schools are at liberty to teach the tenets of any faith on the protected characteristics. For example, they may explain that same-sex relationships and gender reassignment are not permitted by a particular religion. However, if they do so, they must also explain the legal rights LGBT people have under UK law, and that this and LGBT people must be respected.

Our School Curriculum

PSHE Association's Programme Builder's for PSHE Education (Thematic) scheme.

The next slide will outline the content for each year group.



Our School Curriculum

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity; recognising individuality and different qualities; mental wellbeing	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines; vaccinations; immunisations and allergies	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting others; including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media



An example – Y1

	In this unit of work, students learn...	Quality Assured resources to support planning
Families and friendships Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5	<ul style="list-style-type: none"> • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tell them — if they are worried about something in their family 	Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, 'My special people' Metro charity KS1 Love and respectful relationships

Example of Resources

Today we are learning...

...about what makes a family.

...about our own families and other people's families.

... about the importance of love and respect.



Families & Relationships



1. In your groups, decide if you want to draw **an imaginary family** or **an animal family**.

(for example, the penguin family from the book or make up a completely different animal family – maybe unicorns!).

2. Each group will be given one sheet of paper. As a group **draw** the family you've chosen but it has to be different to each of your own families.

(for example, if someone has two brothers, their imaginary family shouldn't consist of two brothers but perhaps a brother and step brother).

3. After drawing them, **label** who they are to one another.

(for example, brother, step sister, best friend, pet).

4. Once you have finished drawing and labelling the family, **write something about them**.

(for example, what they like to do in their own time, if they're funny, are they older or younger than you, do you play in the house together).



An Example – Y3

<p>Families and friendships</p> <p>What makes a family; features of family life</p> <p>PoS Refs: R1, R6, R7, R8, R9</p>	<ul style="list-style-type: none">• to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents• that being part of a family provides support, stability and love• about the positive aspects of being part of a family, such as spending time together and caring for each other• about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty• to identify if/when something in a family might make someone upset or worried• what to do and whom to tell if family relationships are making them feel unhappy or unsafe	<p>Barnardo's KS2 lessons Diversity</p> <p>Coram Life Education – The Adoptables' Schools Toolkit</p>
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Y3 Resources Barnardos unit on Diversity

3. Diversity in Families:

Resources needed: 32 Different families cards (pages 26-41)

Outcomes:

- *I can describe ways in which families can be different from one another*
- *I can explain why diversity between families is positive*

Guidance Note:

Care has been taken in the family cards to be inclusive of Looked-After Children as well as other forms of family diversity. It is important to remember to be inclusive with language when delivering this session e.g. not to assume that children live with their parents, or that all children live with parents of the opposite sex.

Introduction: Explain that one aspect of diversity is the families that people come from.

Main Activity: Give each student a family member card (or more than one if there are not many young people in the class). Ask them to draw a face onto their family member/s and decorate their card. Then, ask students to find, and sit with, their 'family' using the clues given on the cards.

Reflection: When students are sat with their 'families', look together, and reflect on, how different all of the 'families' are. Stress that it doesn't matter who is in a family, but that the important thing is that families care for one another, whoever they are

Statutory Health Education

- The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.
- Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.
- Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

Year 5, Summer term

Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty PoS Refs: H30, H31, H32, H34	<ul style="list-style-type: none">• how to identify external genitalia and reproductive organs• about the physical and emotional changes during puberty• key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams• strategies to manage the changes during puberty including menstruation• the importance of personal hygiene routines during puberty including washing regularly and using deodorant• how to discuss the challenges of puberty with a trusted adult• how to get information, help and advice about puberty	Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty' Betty: It's perfectly natural 1 decision Growing and Changing £
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Year 5 Summer Term (FGM)

Keeping safe

Keeping safe in different situations, including responding in emergencies, first aid and FGM

PoS Refs: H38, H43, H44, H45

- to identify when situations are becoming risky, unsafe or an emergency
- to identify occasions where they can help take responsibility for their own safety
- to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour
- how to deal with common injuries using basic first aid techniques
- how to respond in an emergency, including when and how to contact different emergency services
- that female genital mutilation (FGM) is against British law¹
- what to do and whom to tell if they think they or someone they know might be at risk of FGM

Year 6 Summer Term

Growing and changing

Human reproduction and birth;
increasing independence; managing
transitions

- to recognise some of the changes as they grow up e.g. increasing independence
- about what being more independent might be like, including how it may feel
- about the transition to secondary school and how this may affect their feelings
- about how relationships may change as they grow up or move to secondary school

PoS Refs: H24, H33, H35, H36

- practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
- identify the links between love, committed relationships and conception
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- that pregnancy can be prevented with contraception²
- about the responsibilities of being a parent or carer and how having a baby changes someone's life

Right to withdraw

- Parents do not have the right to withdraw their children from relationships education.
- Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Requests for withdrawal should be put in writing .

Talking to your child about Relationship and Health Education...



AVOID

One big chat...



FACTS

School website



**THINK
POSITIVE,
&
POSITIVE
THINGS
WILL
HAPPEN**



- 0 to 3 years
- 4 to 10 years
- 11 to 19 years



Parent Comments

- If you have any questions/comments regarding this, please email the school office on contact.us@stjamespri.uk and use the subject 'RSHE Consultation'
- We will read all your comments and use them to support policy making and offer feedback.
- Deadline: 1st November 2020

Please note, relationships education will be statutory and you can not withdraw your child from these lessons. However, your views will still be listened to and understood.

