

# Parent Consultation on Relationships and Health Education

Relationships and Health Education as  
Part of the PSHE Curriculum.



# Common Principles

- We all want what is best for children.
- We want to protect children and to keep them safe.
- We want children to be healthy and happy

**High quality RSE is part of this.**



# Relationships and Sex Education: Introduction

- **Relationships Education** will be compulsory for all primary age pupils from Easter 2021.
- **Health Education** will be compulsory for all pupils in state funded primary and secondary schools from Easter 2021.
- **Relationships and Sex education (RSE)** will be compulsory for all Secondary age pupils

**Although it is referred to as RSE by educators, it is Relationships and Health Education that is statutory at a primary level.**

# Why the Curriculum is Changing....

- Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.
- **The Children and Social Work Act 2017 introduced a new legislation on Relationships Education, Relationships and Sex Education, and Health Education in Schools.**
- Safeguarding Children is at the heart of Relationships, Health and Sex Education.



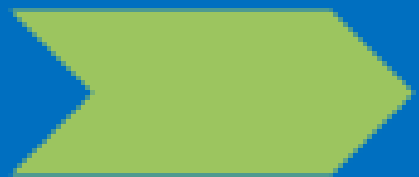
# Why is Relationships and Sex (RSE) Education in Schools Important?

- **High quality RSE helps create safe school communities in which students can grow, learn, and develop positive, healthy behaviour for life, and for the following reasons:**
- RSE plays a vital part in schools fulfilling their statutory duties to protect and safeguard their students. Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their students' wellbeing and under the Education Act (2002) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on students' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern. A comprehensive RSE programme can support in addressing these issues.

## RSE should ensure that all children:



Develop confidence in talking, listening and thinking about feelings and relationships.



Are able to name parts of the body and describe how the body works.



Have the skills, language and confidence to protect themselves



Are prepared for puberty.



PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Relationships			Living in the wider world			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; naming body parts; 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 reframing 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 risks online	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	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	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	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid.
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, 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

- Our school uses the nationally recognized, PSHE Association’s overview to ensure all areas of RSE and PSHE are covered, at age appropriate stages throughout a child’s journey through the school.
- This overview also gives staff links to quality assured resources appropriate for each year group.

Autumn: Relationships

Families and friendships

Safe relationships

Respecting ourselves and others

# KS1 example lesson summary

## LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils finish a sentence starter: A special person is...	5-10 minutes
Story	Read the story <i>Grandfather and I</i> by Helen E. Buckley to the class	10 minutes
Special person spider-gram	Make a spider-gram of special people on the flipchart (using the central character in the story as an example). Pupils repeat activity referring to their own special people.	10-15 minutes
Discussing the story	Pupils respond to questions about the friendship described in the story	5 minutes
Writing about someone special	Pupils write about someone who is special to them	10 minutes
Caring for each other grid	Pupils complete a grid to explain how special people can care for each other	10 minutes
Extension activity (optional)	Pupils design a thank you card to give to their chosen special person	15 minutes
Plenary and assessment	Each pupil contributes a word, picture or symbol to create a class graffiti board about their special people. Pupils repeat the baseline activity — sentence starter: <i>A special person is...</i>	10-15 minutes

## BASELINE ASSESSMENT



**Autumn: Relationships****Families and  
friendships****Safe relationships****Respecting  
ourselves and  
others**

# LKS2 example lesson summary

**LESSON SUMMARY**

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils complete sentences about how a group of children maintain a good friendship: They always / they sometimes / they never...	5-15 minutes
Friendship chains	Making a class list of what makes a strong friendship – visual demonstration of a friendship chain	5-10 minutes
Feelings bubbles	Pupils take it in turns to write descriptive words in 'bubbles' about how it feels to fall out with a friend	5-10 minutes
Fall-out concept cartoon	Pupils take it in turns to write descriptive words in 'bubbles' about how it feels to fall out with a friend	15 minutes
Friendship advice	Pupils give advice to characters who are experiencing friendship fall-outs	15 minutes
Extension activity 1 (optional)	Pupils make freeze-frames of the different stages of a friendship fall-out	10-15 minutes
Extension activity 2 (optional)	Class reflection on the friendships discussed earlier in the lesson to point out how arguments may have been prevented	10 minutes
Plenary and assessment	<p>Pupils make suggestions about how a weak or broken friendship chain can be mended</p> <p>Pupils repeat the baseline assessment activity – sentences starters about how a group of children maintain a good friendship</p>	10-15 minutes

## Autumn: Relationships

Families and friendships

Safe relationships

Respecting ourselves and others

# UKS2 example lesson summary

## LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils create individual mind-maps around the phrase 'positive, healthy relationships'	5-15 minutes
Pictures of a relationship walk around and discussion	Pupils study a range of pictures depicting 'relationships' and feedback on the types of relationships displayed. Pupils use <b>Resource E: Life Stages</b> to discuss different relationships people have in their lives.	15 minutes
Annotate a picture	Pupils annotate a chosen picture with the qualities of a healthy relationship that it depicts.	10 minutes
Relationships story – part 1	Pupils consider positive behaviour and responsibilities within different relationships.	10-15 minutes
Relationships story – part 2	Pupils consider changes within a relationship and how they may affect the people in it.	10-15 minutes
Extension activity: diamond 9	Pupils use their features of positive relationships to create a Diamond 9 ranking.	10-20 minutes
Plenary and assessment	<p>Pupils complete the sentence '<i>A loving relationship needs...</i>'</p> <p>Pupils return to their original mind-map and add any additional information.</p>	10-15 minutes

# Rationale for teaching correct terminology

- As part of a high quality provision for teaching RSE, teachers will always use correct terminology when teaching about reproductive organs or reference to genitalia.
- Lessons which are planned will be age appropriate, based on guidance from the Dfe and PSHE association.



## Rationale for teaching correct terminology

- Children need to learn the correct biological/medical names for the genitalia and reproductive organs in order to have the right language to describe the private parts of their body accurately and support their understanding of the human body.
- Younger pupils should learn the correct terminology used to label body parts and that their body belongs to them. This is a key element in a school's approach to ensuring that children learn about the differences between boys and girls.



# Rationale for teaching correct terminology

- From upper key stage 2, being open and honest about the words for genitalia will support children's understanding of changes to the body during puberty, reproduction in the context of relationships and explore the process of conception and pregnancy in order to make informed decision about their personal relationships as they grow older.
- A comprehensive programme of RSE also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Summer: Health and Wellbeing		
Physical health and Mental wellbeing	Growing and changing	Keeping safe

# KS1 example lesson summaries

## LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils make a list of things that change as we grow	5-10 minutes
Human life cycle picture sort	Pupils sequence pictures of the human life cycle (baby, child, adult, older person)	5 minutes
Spot the difference	Pupils identify the difference between a baby and a child and write about how they have changed since being a baby.	15 minutes
Class discussion: different needs	Class discussion about what babies need and compare to the needs of people at different stages of the life cycle	10 minutes
Thinking about responsibilities	Pupils work in groups to identify things they are responsible for now and in the future	10 minutes
Story	Read a story, such as <i>The Growing Story</i> by Ruth Krauss and Helen Oxenbury — pupils identify and discuss the messages in the story	10 minutes
Extension activity (optional)	Pupils match objects to different stages of the human life cycle	5-15 minutes
Plenary and assessment	Pupils talk to a partner about what the lesson has made them think about the human life cycle and growing. Pupils repeat the baseline activity – a list of things that change as we grow	10-15minutes

## LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils draw and write about boys and girls – what they look like, what they do, what they like	5-15 minutes
Pom Pom game	Play a game with the class, pupils' pair up and find out about the similarities and differences between them	10 minutes
Statements about boys and girls	Pupils read statements about boys and girls and decide if they are right or wrong	10 minutes
Naming body parts	Teacher introduces names of body parts, including external genitalia, using baby dolls as a stimulus	10-15 minutes
Labelling body outlines	Pupils work in small groups to label body outlines — male and female body parts	15 minutes
Extension activity (optional)	Pupils investigate small model farmyard animals, identifying male and female mammals	10 minutes
Plenary and assessment	Pupils work with a partner to finish the sentence starter: <i>Before this lesson I didn't know that, but now I know that...</i>  Pupils repeat the baseline assessment activity – draw and write	10-15 minutes



Summer: Health and Wellbeing		
Physical health and Mental wellbeing	Growing and changing	Keeping safe

# Year 4 example lesson summary

## LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	<ul style="list-style-type: none"> <li>Pupils complete a fictional diary extract (Kelly realises she has started her first period)</li> <li>Pupils watch a short video <a href="http://www.bbc.co.uk/education/clips/z7n2hyc">http://www.bbc.co.uk/education/clips/z7n2hyc</a> and suggest what is happening</li> </ul>	5-10 minutes
Discussion: Kelly's diary	Pupils discuss the baseline activity: Kelly's diary	5 minutes
Labelling female body parts	Pupils label female body parts	15 minutes
Video: The menstrual cycle	Pupils watch a video about the menstrual cycle <a href="https://www.youtube.com/watch?v=vX-rQ_FhZmos">https://www.youtube.com/watch?v=vX-rQ_FhZmos</a> discuss menstruation and look at sanitary products	10 minutes
Labelling male body parts	Pupils label male body parts	10 minutes

Video: Erections and wet dreams	Pupils watch videos to learn about erections and wet dreams <a href="http://kidshealth.org/kid/grow/boy/boys_puberty.html#cat20449">http://kidshealth.org/kid/grow/boy/boys_puberty.html#cat20449</a> and <a href="http://www.bbc.co.uk/education/clips/z7n2hyc">http://www.bbc.co.uk/education/clips/z7n2hyc</a> and discuss	10 minutes
Ask-it-basket	Pupils match objects to different stages of the human life cycle	5-15 minutes
Plenary and assessment	Pupils talk to a partner about what the lesson has made them think about the human life cycle and growing. Pupils repeat the baseline activity – a list of things that change as we grow	10-15minutes

- As recommended by the PSHE association, puberty lessons start in year 4. It is important for children to understand the changes that their body will go through in puberty, in advance so that they are not scared or worried when they do happen.

Summer: Health and Wellbeing		
Physical health and Mental wellbeing	Growing and changing	Keeping safe

# UKS2 mental health lesson example

## Mental health thermometer

Plot Jay's mental health on the thermometer.

How could Jay strengthen the ability to cope in order to avoid moving into the struggling zone?

How could this reduce Jay's chances of being in the unwell area?



### Learning objective

Pupils will learn:

- ✓ about mental health; what it means and how we can take care of it.



### Learning outcomes

Pupils will be able to:

- ✓ explain what is meant by the term 'mental health'
- ✓ identify everyday behaviours that can help to support mental (and physical) health
- ✓ recognise that we can take care of our mental health (as well as our physical health)

Summer: Health and Wellbeing		
Physical health and Mental wellbeing	Growing and changing	Keeping safe

# Year 6 Example sex education lesson

Please see slides 20-22 for more information from DfE about sex education lessons.

## LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils add their ideas to an outline conversation that children are having about human reproduction	5-15 minutes
Introduction: human life cycle	Using the human life cycle picture, explain how this lesson is about adult, loving relationships	5 minutes
Paired discussion	Pupils discuss how a loving adult couple might show commitment, care and love for each other	5-10 minutes
Teacher-led discussion	Teacher briefly introduces the next activity, how babies are made, what is meant by sexual intercourse and consent	5-10 minutes
Sequencing activity	After a discussion about sexual intercourse, pupils sequence how a baby is made using descriptive cards	10-15 minutes
Ask-it-basket	An opportunity for pupils to ask any questions they might have anonymously.	5 minutes
Pregnancy facts	Pupils sort given statements about pregnancy into 'true', 'false' or 'it depends'.	15-20 minutes
Extension activity: Thought bubbles (optional)	Pupils discuss what a couple might have to consider before deciding to try for a baby.	10-15 minutes
Plenary and assessment	Pupils repeat the baseline activity: concept conversation	5-15 minutes

# RSE in the science curriculum

## Key Stage 1 (age 5-7 years)

*Year 1 pupils should be taught to:*

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 pupils should be taught to:*

Notice that animals, including humans, have offspring which grow into adults Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

# RSE in the science curriculum

## Key Stage 2 (age 7-11years)

### *Year 5 pupils should be taught to:*

Describe the life process of reproduction in some plants and animals Describe the changes as humans develop to old age

### *Year 6 pupils should be taught to:*

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

# Sex education in Primary

## From the DfE Guidance

Primary schools can  
decide whether to  
continue to offer sex  
education

- **65. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools** and the content set out in this guidance therefore focuses on Relationships Education.
- **66. ...The national curriculum for science also includes subject content in related areas**, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.



# From the DfE Guidance

Relationships and Health Education is compulsory in primary schools.

While sex education is not statutory, the DfE recommends sex education is taught in primary schools

- 67. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. **The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings** and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

# From the DfE Guidance

We will consult with parents about content being taught and set it out clearly in the RSE Policy.

Parents retain the right to withdraw their children from year 6 sex education lessons

- As well as consulting parents more generally about the school's overall policy, primary **schools should consult parents before the final year of primary school about the detailed content of what will be taught.** This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school.....
- 68. Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), **the school must set this out in their policy** and all schools should consult with parents on what is to be covered.
- **Primary schools that choose to teach sex education must allow parents a right to withdraw their children.** Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

# Support for parents and carers.

The charity Brook are running **free** online parent workshops for Essex residents on 25<sup>th</sup> Feb and 19<sup>th</sup> March

<https://www.eventbrite.co.uk/e/rse-at-home-with-parents-primary-essex-only-tickets-125349199831>

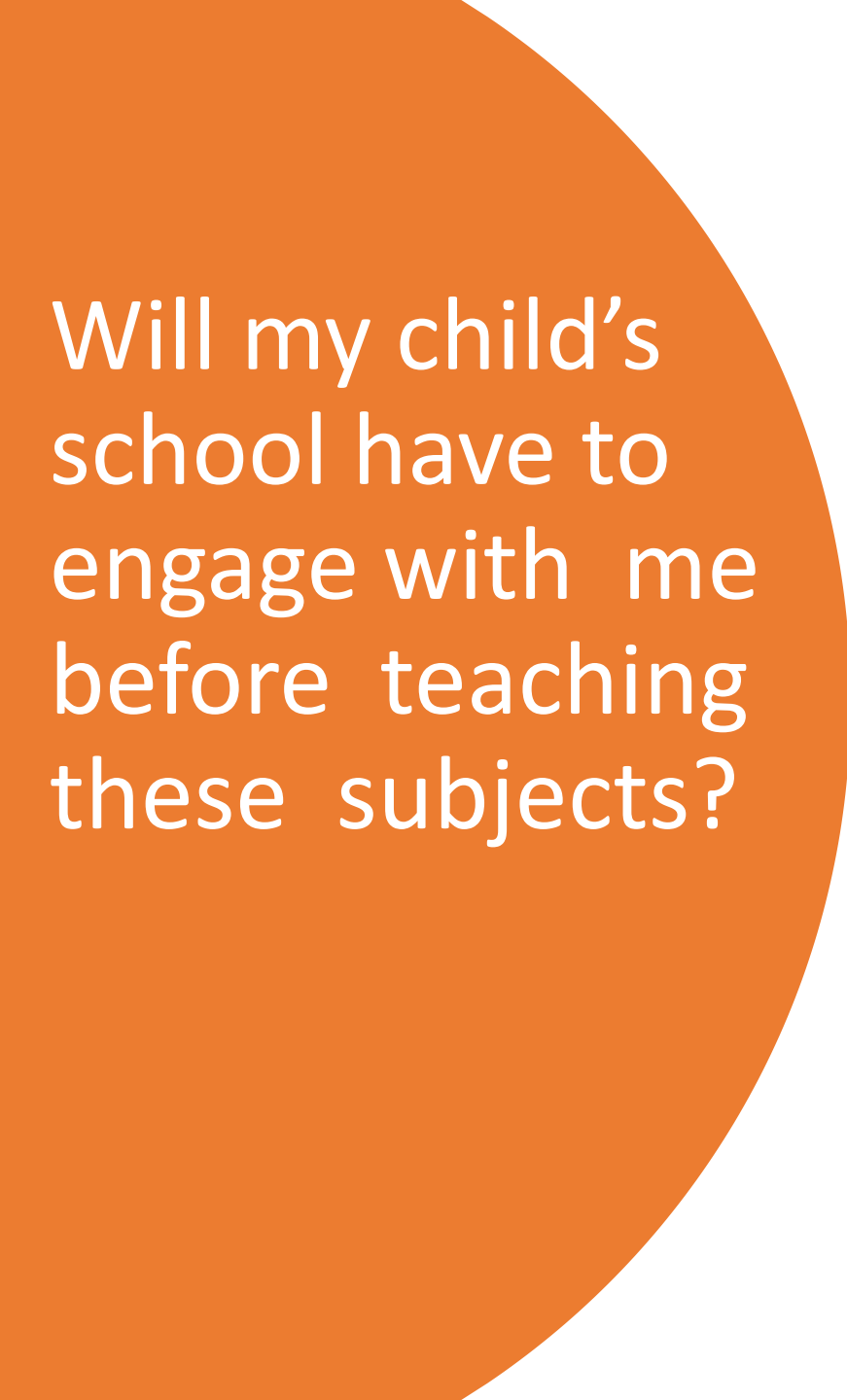
- DfE has produced guides for parents of primary and secondary aged children which can be used by schools to communicate how relationships and health education will be taught. The guides provide details of that will be covered and information of You may access relevant guides following link

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

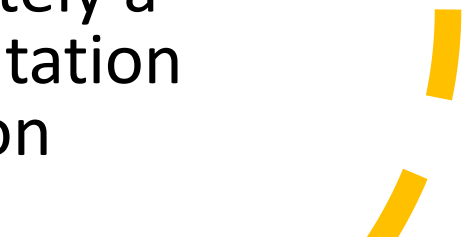
- These will also accessible on the School Website.

- **COMMONLY ASKED QUESTIONS  
ADDRESSING MISCONCEPTIONS.**




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Will my child's school have to engage with me before teaching these subjects?


- Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and Health Education, which schools' will take into account when making decisions on certain content is covered.
  - Effective consultation gives the space and time for parents to input, ask questions, share concerns. Schools will listen to parent's views, and then make a reasonable decision as to how they wish to proceed. What is taught, and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content. (UK Gov)
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# Do I have a right to withdraw my child from Relationships and Sex Education?


- From Easter 2021 in Primary Education parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the Science Curriculum.
  - There is no right to withdraw from Relationships Education or Health Education at Primary or Secondary as we believe that the contents of these subjects- such as family, friendships, safety (including online safety) – are important for all children to be taught.
- 



# Does the new Relationships Education and RSE curriculum take account of my faith?

- The DfE states that Relationships Education has been designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain – this means taking into account the religious background of pupils when planning teaching, so that topics are appropriately handled.
  - In developing these subjects, the government has worked with a number of representative bodies and faith organisations, representing all the major faith groups in England. Several faith organisations produce teaching materials that schools can choose to use.
  - The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.
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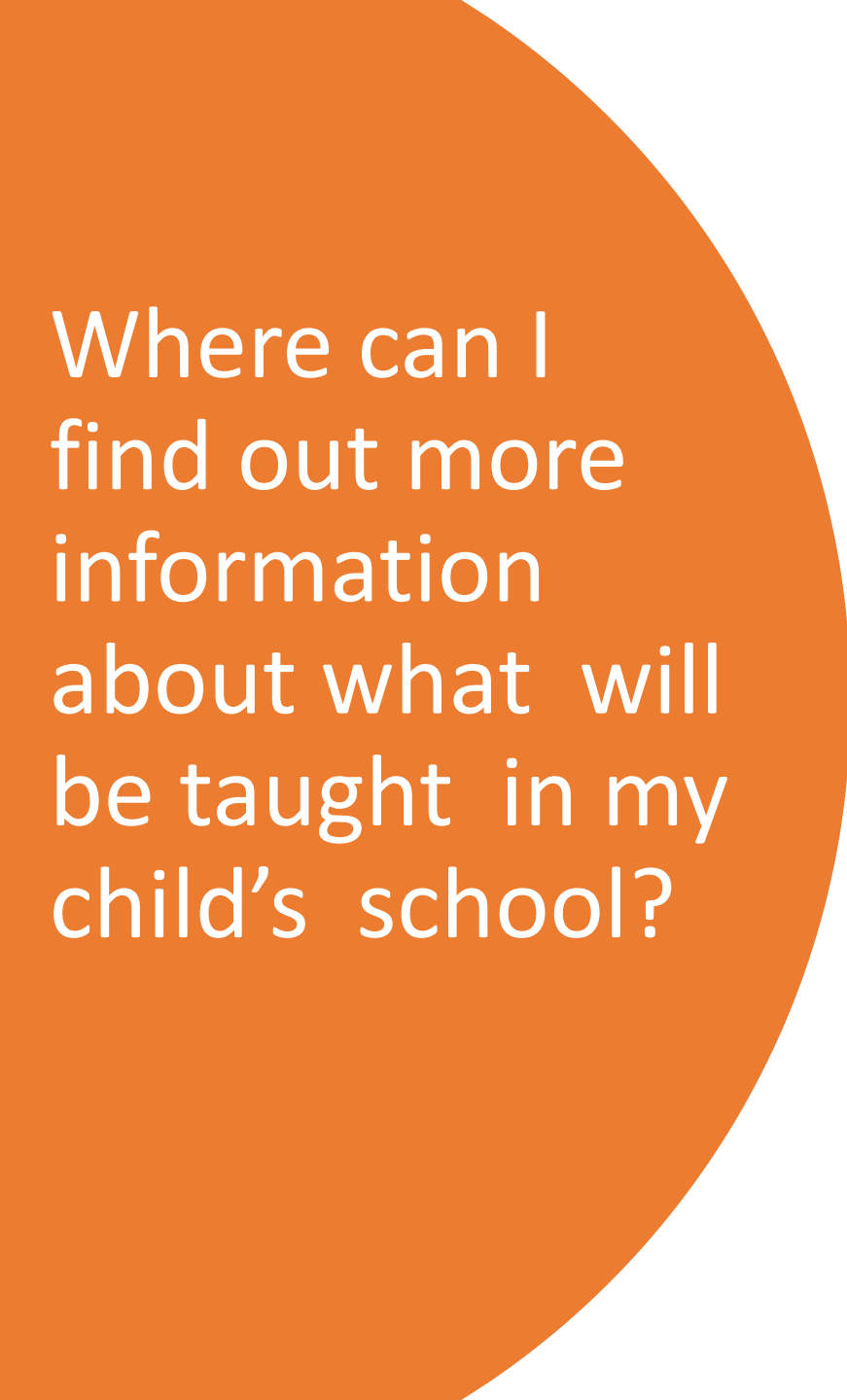
Has the  
government  
listened to the  
views of my  
community in  
introducing  
these subjects?

- A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance.
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# Will my child be taught about Lesbian, Gay, Bisexual and Transgender(LGBT) relationships?



- Schools must follow the new Government guidance on Relationships Education, RSE and Health Education from Easter 2021, but this builds on existing legislation enshrined in the 2010 Equality Act. Schools are already required to stick to the Equality Act and teach their curriculum in a way that does not discriminate on protected characteristics. The protected characteristics include, LGBT, disability and race. While these won't be taught about in stand alone lessons, teachers will use inclusive resources that show a variety of relationships and families.
- Relationships Education is designed to foster respect for others and for difference and educate pupils about healthy relationships.
- \*The DfE states that Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families.

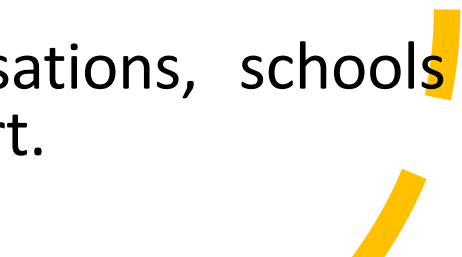
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Where can I  
find out more  
information  
about what will  
be taught in my  
child's school?

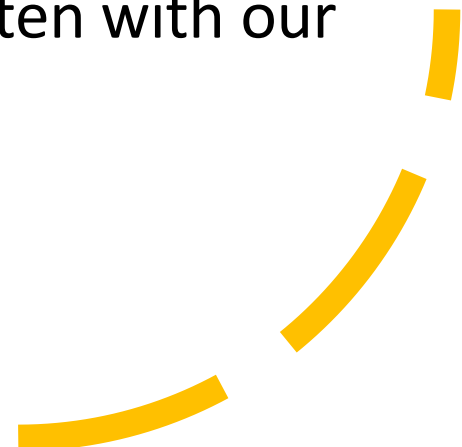
- When finalised the RSE Policy will be published on the school website with supporting materials from PSHE Association and example materials



# What support will schools receive to deliver these subjects well?

- The government has invested in a central support package to help teachers introduce these subjects well and with confidence. This will include a new online service, featuring access to high quality resources, innovative training materials, case studies and an implementation guide, available from Spring 2020.
  - There will be training available for teachers through existing regional networks, offering opportunities to improve subject knowledge and build confidence.
  - Collaboration with expert organisations, schools and teachers to develop this support.
  - INSET days
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# What happens next?

- Over the following weeks we will be concluding all consultations with Staff, Parents/Carers, Children (where appropriate), Wider School Community Members (i.e. School nurses) in order to inform our draft RSE Policy
  - Teaching staff are in the process of designing creative lesson plans as part of which we are carefully considering resources that will safely and subtly address all topics and areas.
  - An RSE policy is currently being written with our parent consultations in mind.
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# Any questions?

*Please share curriculum queries by emailing the usual office email.*



We hope, as parents/carers you have the confidence that we are providing the highest quality education for your children. As a school community we are committed to working in partnership with parents so your views will be greatly appreciated to further inform our RSE policy and curriculum.

Thank you.