



# Relationships, Sex and Health Education

## Parent Views

## Our School Vision

### Growing Minds and Hearts for a Whole World of Opportunities



An engaging curriculum and effective learning will establish strong roots of knowledge, skills and understanding.



A welcoming and inclusive ethos will nurture and grow excellent personal and social skills.



An appreciation of our world and its diversity will enable our children to branch out into the global community.

# Objectives



To....

1. Explain what RSHE is.
2. Explain the statutory requirements for Relationships, Sex and Health Education.
3. Explain how we currently teach Relationships, Sex and Health Education within our PSHE and Science curriculum
4. Explain your rights as parents.
5. Explain proposed changes to our policy and curriculum and provide you with the opportunity to share your views.

# 1. What is Relationships, Sex and Health Education?

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human, sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. (Sex and Relationships Education for the 21st Century – 2014)

## 2. What are the new RSHE statutory requirements?

- We **must** provide the following to all pupils:
  - Relationships Education
  - Health Education
  
- Schools **are not** required to provide sex education unless it is covered in the Science curriculum, or unless it is appropriate for the children in the school.

### 3. What does our curriculum look like?

Relationships, Sex and Health Education are taught within the Personal, Social, Health and Economics education (PSHE) curriculum.

Some aspects are also covered through our Science curriculum.

# 3. What does our curriculum look like?

What aspects of Health and Relationships Education are taught ?

**Health Education** focuses on:

- > mental wellbeing
- > internet safety and harms
- > physical health and fitness
- > healthy eating
- > facts and risks associated with drugs, alcohol and tobacco
- > health and prevention
- > basic first aid
- > changing adolescent body

# 3. What does our curriculum look like?

## What aspects of Relationships Education are taught?

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me (with an awareness that families come in many different structures, including single parent, LGBT, adopted and foster to name a few.)
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

# 3. What does our curriculum look like?

Our PSHE curriculum, including Relationships, Sex and Health Education has been developed by considering:

- Our school's vision, mission and values
- The age and maturity of our pupils
- Pupils' physical, mental and emotional development
- The make-up of our school community
- Any further issue around the behaviour and safeguarding of our pupils

# 3. What does our curriculum look like?

Our curriculum is delivered in the following ways:

- We follow the PSHE Association objectives and guidance
- Pupils receive a weekly lesson which can be discussion based and / or have a written outcome to promote deeper thinking.
- The PHSE curriculum links to Science, particularly in Upper Key Stage 2
- PSHE is delivered by class teachers or cover teaching staff.

# 3. What does our PSHE curriculum look like? Y1- Y4

Core Theme	Health and Wellbeing <i>Minimum of 10 lessons</i>			Relationships <i>Minimum of 10 lessons</i>			Living in the Wider World <i>Minimum of 10 lessons</i>		
	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing difference	Rights and Responsibilities	Environment	Money
Year 1	What helps keep bodies healthy; hygiene routines	Recognising what they are good at; setting goals. Change and loss and how it feels	Keeping safe around household products; how to ask for help if worried about something	Recognising feelings in self and others; sharing feelings	Secrets and keeping safe; special people in their lives	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; everybody is unique in some ways and the same in others	Looking after the local environment <i>(CROSS YEAR-GROUP PROJECT WITH YEAR 2)</i>	Where money comes from; how to use money - saving and spending money
Year 2	Healthy choices; different feelings; managing feelings	Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (including external genitalia)	Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts	Behaviour; bodies and feelings can be hurt	Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency	Looking after the local environment <i>(CROSS YEAR-GROUP PROJECT WITH YEAR 1)</i>	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved
Year 3	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings	School rules on health and safety; basic emergency aid; people who help them stay healthy and safe	Recognising feelings in others; responding to how others are feeling	Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively	Recognising and responding to bullying	Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community	Responsibilities; rights and duties	Enterprise; what it means; developing skills in enterprise <i>(CROSS YEAR-GROUP PROJECT WITH YEAR 6)</i>
Year 4	What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs	Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change	How to keep safe in local area and online; people who help them stay healthy and safe	Keeping something confidential or secret; when to break a confidence; recognise and manage dares	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	Listen and respond effectively to people; share points of view	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world	Sustainability of the environment across the world	Role of money; managing money (saving and budgeting); what is meant by interest and loan

# 3. What does our PSHE curriculum look like? Y5- Y6

Year 5	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief	Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety	Responding to feelings in others	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback	Listening to others; raise concerns and challenge	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences	Different rights; responsibilities and duties	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax
Year 6	Images in the media and reality; how this can affect how people feel; risks and effects of drugs	Recognising what they are good at; setting goals; aspirations. Changes at puberty ( <i>recap Y4</i> ); human reproduction; roles and responsibilities of parents	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice	Confidentiality and when to break a confidence; managing dares	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying	Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others	How resources are allocated; effect of this on individuals; communities and environment	Enterprise; setting up an enterprise ( <i>CROSS YEAR-GROUP PROJECT WITH YEAR 3</i> )

# 3. What does our Science curriculum look like? KS1

## Animals, including humans

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

They should also 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.

*The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.*

- Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow. find out about and describe the basic needs of animals, including humans, for survival (water, food and air),
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

# 3. What does our Science curriculum look like? KS2

## Living things and their habitats & Animals including humans

- Pupils should be taught to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird; and to describe the life process of reproduction in some plants and animals
- Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.
- Pupils should be taught to describe the changes as humans develop to old age.
- 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.
  
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
  
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

# 3. What does our curriculum look like?

## How is Sex Education taught at Friar's Grove?

At Friar's Grove, we believe that it is essential to teach about relationships and health as part of learning about sex education.

In **year 6**, the children learn about the following topic areas:

- About reproduction in the context of the human life cycle.
- How a baby is made and how it grows.
- The roles and responsibilities of parents and carers.
- That pregnancy can be prevented.

Please refer to the next slide for further details of what exactly would be addressed.

# How is Sex Education taught at Friar's Grove?

The topics listed in the previous slide are detailed below:

- identify the links between love, committed relationships/marriage and conception
- correctly name male and female body parts associated with conception (children learn about external genitalia in Ks1)
- identify how the sex parts relate to how a baby is made
- explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female)
- identify what sexual intercourse is, **this would be based on the Science only**, alongside explaining that this may be one part of an intimate relationship between consenting adults.
- explain in simple terms what is meant by 'consenting'/'consent'
- explain what pregnancy means, how long it lasts and where it occurs
- recognise the different responsibilities of parents and carers and how having a baby changes their life
- recognise that pregnancy can be prevented with 'contraception'
- explain that condom can prevent sperm from meeting an egg and therefore can prevent fertilisation as well as protecting against infections
- recognise that women can take a pill to stop an egg from being released and that this is another form of contraception

# 4. What are parents' rights?

## Right to withdraw your child

- You cannot withdraw your child from Relationships or Health Education because it is important that all children receive this content, covering topics such as friendships, puberty and how to stay safe.
- You do have the right to withdraw your child from some, or all, lessons about sex education. At primary level, the head teacher must grant this request.
- The Science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

## 5. Your views

**Have parents been consulted on Sex Education before?**

In the **Summer Term (July) 2020**, parents (and other stakeholders) were asked for their views on the information in this presentation.

The vast majority were in favour of what was proposed. As a result, the RSE policy, saved here, was created:

<https://www.friarsgroveprimaryschool.com/policies/>

## 5. Your views

In order to ensure all parents are aware of our policy, we are sending out this update.

If you have any questions / concerns, please email Mrs Evans / Mrs Copp via the school office [admin@friarsgrove.essex.sch.uk](mailto:admin@friarsgrove.essex.sch.uk)

The proposal is to **keep** the curriculum as it is.

- Slides 11-12 provide information on this.
- For details on the year 6 curriculum specifically, please see slide 16.
- Puberty, including periods, will be taught from year 4 and revisited in upper Key stage 2.

# DfE links

You may find these links of interest:

## **Understanding Relationships and Health Education in your child's primary school: a guide for parents**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

## **FAQs about RSE**

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>