Statutory Relationships, Sex and Health Education (RSHE)

A briefing for parents and carers
What is PSHE education?

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

I believe that, now more than ever, it is necessary for us to give young people the knowledge that they need in every context to lead safe, happy and healthy lives.

Damien Hinds, Secretary of State for Education, 25th February 2019
The importance of PSHE education to school

• Relationships, sex and health education is delivered within our planned programme of PSHE education provided by Brighton and Hove council and is supported by other curriculum areas such as Science, RE and PE.

• PSHE education is important to Mile Oak because we want children to learn how to respect themselves and others as well as have the courage to ask questions.
Why relationships and sex education (RSE) is important

Evidence shows that children and young people who receive high quality RSE are more likely to:

• Have consensual relationships
• Delay first sex
• Prevent an unplanned pregnancy and look after their sexual health
• Be aware of or report abuse
Opportunities to teach safeguarding

85. Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.

86. This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education.
## Statutory curriculum content overview

<table>
<thead>
<tr>
<th>Relationships Education (KS1 &amp; 2)</th>
<th>Health Education (KS1 - 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Families and people who care for me</td>
<td>• Mental wellbeing</td>
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<td>• Caring friendships</td>
<td>• Internet safety and harms</td>
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<td>• Respectful relationships</td>
<td>• Physical health and fitness</td>
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<td>• Online relationships</td>
<td>• Healthy eating</td>
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<td>• Being safe</td>
<td>• Drugs, alcohol and tobacco</td>
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<td>• Health and prevention</td>
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<td>• Basic first aid</td>
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<td>• <strong>Changing adolescent body</strong></td>
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</table>
## Primary Relationships Education

### Families and people who care for me
- Importance of family
- Characteristics of healthy family life
- Respect for family diversity
- Importance of stable relationships
- Marriage/civil partnership as legally recognised commitment
- How to recognise unsafe situations and how to seek advice/help

### Online relationships
- People behave differently online
- Same relationship principles apply online
- Rules for keeping safe online
- How to critically consider online content
- How information and data is shared and used online

### Caring friendships
- Importance of friendships
- Characteristics of friendships,
- Benefits of healthy friendships
- How to maintain a healthy friendship
- How to recognise unhealthy friendships and seek help

### Being safe
- Appropriate boundaries
- What privacy means
- Your body belongs to you
- How to respond to adults you do not know
- Asking for help and reporting feeling unsafe and abuse
- Where to get advice and support

### Respectful relationships
- Importance of respecting others
- Conventions of courtesy and manners
- Importance of self-respect
- Requirement to respect others
- Types of bullying, impact and how to get help
- Stereotypes and their impact
- Permission seeking
Changing Adolescent Body

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle.

[Sex education at primary] should ensure that both boys and girls are prepared for the changes 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.
<table>
<thead>
<tr>
<th>Key Stage 1</th>
<th>Key Stage 2</th>
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<tbody>
<tr>
<td>Pupils should be taught to:</td>
<td>Pupils should be taught to:</td>
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<tr>
<td>• identify, name, draw and label the basic parts of the human body.</td>
<td>• describe the differences in the life cycles of a mammal, an amphibian,</td>
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<tr>
<td>• notice that animals, including humans, have offspring which grow into</td>
<td>an insect and a bird</td>
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<tr>
<td>adults.</td>
<td>• describe the life process of reproduction in some plants and animals</td>
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<td>• describe the importance for humans of exercise, eating the right amounts</td>
<td>• describe the changes as humans develop to old age.</td>
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<td>of different types of food, and hygiene.</td>
<td>• recognise the impact of diet, exercise, drugs and lifestyle on the way</td>
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<td>their bodies function...</td>
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<td>• recognise that living things produce offspring of the same kind...</td>
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Parental right to withdraw

Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

Source: Government consultation response, DfE, 2019

You may be contacted to meet with a member of the Senior Leadership Team and the PSHE education leader to discuss the disadvantages of your child being withdrawn from Sex Education. They will provide reassurance of the topic and/or try to make adaptations to the lessons where possible.
Parental right to withdraw

From September 2020

• Parents can request withdrawal from sex education at primary and secondary (other than those aspects which are part of the science curriculum), up to and until three terms before the age of 16.

• Where pupils are withdrawn from sex education, schools should document the process and will have to ‘ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.’

• No right to withdraw from Relationships Education or Health Education

• No right to withdraw from any aspect of National Curriculum for Science (maintained schools)
What our good practice involves

• One lesson per week as part of a planned programme that is continually reviewed and developed
• Teacher training and support from the local authority
• A school values-based approach which focuses on keeping children safe
• A safe learning environment with clear ground rules
• Consultation with students and parents/carers so that our curriculum meets needs
• Inclusive of diversity
<table>
<thead>
<tr>
<th>Year group</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
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<tr>
<td>R</td>
<td>What can we do to look after our bodies? Can you label all the parts of our bodies including personal and private parts? *</td>
<td>What do we need to grow up healthy? Why do we need friends?</td>
<td>How can we look after ourselves and our bodies at school?</td>
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</tr>
<tr>
<td>1</td>
<td>What makes a family? How do babies grow into children?</td>
<td>What keeps our bodies healthy as we grow?</td>
<td>Can you label all the parts of our bodies including personal and private parts? *</td>
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<td>How do we keep our bodies safe?</td>
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<td>2</td>
<td>Do bodies come in all shapes and sizes? What do we love about our bodies? Why is it wrong to tease someone about how they look?</td>
<td>How do you tell if animals are male or female? How do animals have babies? Why are male and female bodies different? *</td>
<td>What makes a good friend? Does it matter if our friends are boys or girls? Is there more than one way to be a boy or a girl?</td>
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<tr>
<td>3</td>
<td>What are the names of female and male personal and private body parts and what do they do? Do bodies come in all shapes and sizes?</td>
<td>How can we feel good about ourselves? Should we all look the same? How do I pick myself up if I feel down?</td>
<td>What is a family? Are all families the same? How do families change?</td>
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<tr>
<td>4</td>
<td>How do human babies begin?</td>
<td>What happens to my body as I grow and change from a child to a grown up?</td>
<td>How do the changes at puberty affect how young people might feel?</td>
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<td>5</td>
<td>What is embarrassment? How can we manage this feeling? What is the link between how our relationships change as we grow up and feeling embarrassed?</td>
<td>What does puberty mean? How do children grow and change into young adults?</td>
<td>What is puberty like for most girls and most boys? What is exciting about growing up? How can we grow confidence to talk about puberty and ask questions?</td>
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<td>6</td>
<td>Optional Puberty revision lesson What do you know about the changes at puberty for most girls and most boys? How do you feel about puberty? What questions do you have?</td>
<td>What is body image? How do images in the media affect how we feel about ourselves?</td>
<td>When do friendships feel positive online and face to face? How can I stay safe online?</td>
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<td>How can I stay safe online? What is safe to share online? How can I find out information about growing up safely?</td>
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<td>How do human babies start?</td>
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Different Families

I would strongly encourage schools to discuss with children in class that there are all sorts of different, strong and loving families, including families with same-sex parents, while they are at primary school

Damian Hinds, Secretary of State for Education

diversity and equality are a matter of fact and a matter of law and learning about equality and diversity is not optional

Source: Paul Whiteman, general secretary of the NAHT, quoted in press statement, Department for Education, 25th June 2019
LGBT inclusive practice

Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality.

Source: RSHE Guidance for schools, DfE, 2019
Q & A Sessions

• Please join us for one of our Q & A sessions on:

• 15th December 2020 @ 1:30pm – 2:30pm
• 16th December 2020 @ 5pm – 6pm

• We would welcome your feedback on our proposed teaching sequence.