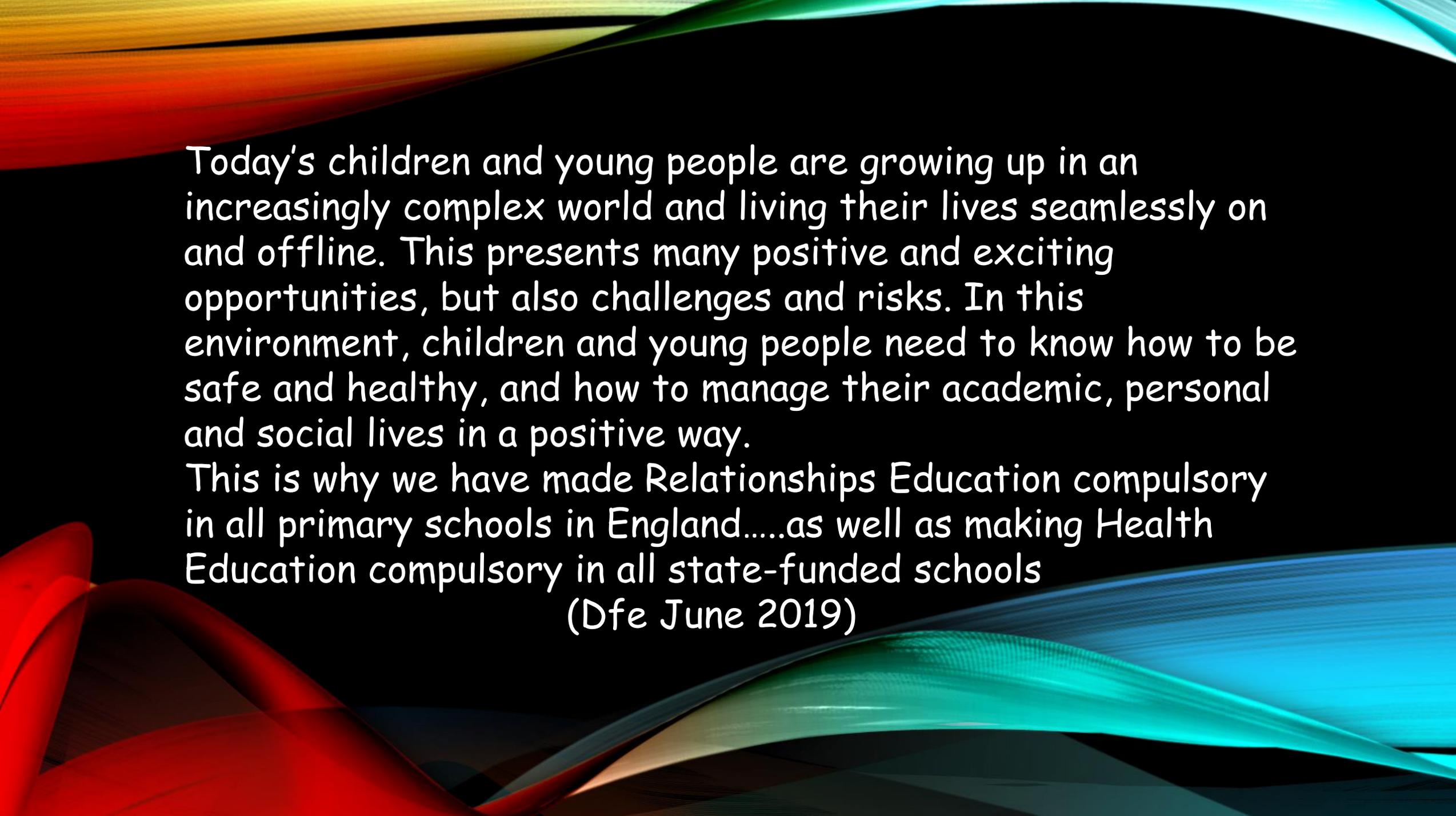




RELATIONSHIP & SEX
EDUCATION
INFORMATION FOR
PARENTS
JUNE 2020



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.

This is why we have made Relationships Education compulsory in all primary schools in England....as well as making Health Education compulsory in all state-funded schools

(Dfe June 2019)

There are 3 key areas of the statutory RSE curriculum;

- Relationships
- Health
- Sex



We are clear that parents and carers are the prime educators for children on many of these matters....In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.... Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness..... The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

DfE June 2019

Relationships Education

Families and people who care for me



By the end of Primary school pupils should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that 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.
- that 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.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Relationships Education

Caring Friendships



By the end of Primary school pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- 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.

Relationships Education

Respectful relationships

By the end of Primary school pupils should know:

- 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.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.



Relationships Education

Online relationships



By the end of Primary school pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that 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.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Relationships Education

Being Safe



By the end of Primary school pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Physical health and mental wellbeing:

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.

(DfE June 2019)

Health Education

Mental Wellbeing



By the end of Primary school pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

Health Education

Mental Wellbeing



Continued:

- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Health Education

Internet safety and harms



By the end of Primary school pupils should know

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Health Education

Physical health and fitness



By the end of Primary school pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Drugs alcohol and tobacco



By the end of Primary school pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Basic First Aid



By the end of Primary school pupils should know:

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Health Education

Health & Prevention



By the end of Primary school pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccinations

Changing Adolescent body



By the end of Primary school pupils should know

- 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.

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health.

(DfE June 2019)



The DfE states;

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE unless it forms part of the science national curriculum.

(Dfe June 2019)

National Curriculum Science

| | |
|----|--|
| S1 | <p>Key Stage 1 (age 5-7 years) Year 1 pupils should be taught to:</p> <ul style="list-style-type: none">• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>Year 2 pupils should be taught to:</p> |
| S2 | <ul style="list-style-type: none">• notice that animals, including humans, have offspring which grow into adults |
| S3 | <ul style="list-style-type: none">• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene |
| S4 | <p>Key Stage 2 (age 7-11 years) Year 5 pupils should be taught to:</p> <ul style="list-style-type: none">• describe the life process of reproduction in some plants and animals |
| S5 | <ul style="list-style-type: none">• describe the changes as humans develop to old age |
| S6 | <p>Year 6 pupils should be taught to:</p> <ul style="list-style-type: none">• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents |

CWP Curriculum Overview

We have chosen to use the CWP scheme of work and resources. This scheme is Quality Assured by the PSHE Association.

Reception Family and Friendship

Lesson 1: **Caring Friendships**
Lesson 2: **Being Kind**
Lesson 3: **Families**

Year 1 Growing and Caring For Ourselves

Lesson 1: **Different Friends**
Lesson 2: **Growing & Changing**
Lesson 3: **Families & Care**

Year 2 Differences

Lesson 1: **Differences**
Lesson 2: **Male & Female Animals**
Lesson 3: **Naming Body Parts**

Year 3 Valuing Difference and Keeping Safe

Lesson 1: **Body Differences**
Lesson 2: **Personal Space**
Lesson 3: **Help and Support**

Year 4 Growing Up

Lesson 1: **Changes**
Lesson 2: **What is Puberty?**
Lesson 3: **Healthy Relationships**

Year 5 Puberty

Lesson 1: **Talking about Puberty**
Lesson 2: **The Reproductive System**
Lesson 3: **Help and Support**

Year 6 Puberty, Relationships & Reproduction

Lesson 1: **Puberty & Reproduction**
Lesson 2: **Communication in Relationships**
Lesson 3: **Families, Conception & Pregnancy**
Lesson 4: **Online Relationships**

All of these lessons fall under the statutory RSE curriculum as set out by the DfE apart from some aspects of Year 6's curriculum

Other aspects of RSE (for example; basic First Aid, health & prevention...) will also be covered in weekly PSHE lessons.

Year 4
Growing Up

Lesson 1: Changes

Lesson 2: What is Puberty?

Lesson 3: Healthy Relationships

Health (compulsory)



Year 5 Puberty

Lesson 1: Talking about Puberty
Lesson 2: The Reproductive System
Lesson 3: Help and Support

Health (compulsory)

Science (compulsory)
Does not cover intercourse

Year 6

Puberty, Relationships & Reproduction

Lesson 1: Puberty & Reproduction

Lesson 2: Communication in Relationships

Lesson 3: Families, Conception & Pregnancy

Lesson 4: Online Relationships

Statutory- comes under health and science curriculum

At South Avenue we will split lesson 3 into 2 lessons and parents have the right to excuse their child from the conception part of the lesson(s).

Drug & Alcohol Education Curriculum Overview

Year 1

Year 4

Year 2

Year 5

Year 3

Year 6

Year 1 Medicines and People Who Help Us

Lesson 1: Staying Healthy

Lesson 2: Medicines

Lesson 3: Who gives us medicines?

Year 2 Keeping Safe

Lesson 1: Risk

Lesson 2: Hazardous Substances

Lesson 3: Safety Rules

Year 3 Smoking

Lesson 1: Why People Smoke

Lesson 2: Physical Effects of Smoking

Lesson 3: No Smoking

Year 4 Alcohol

Lesson 1: Effects of Alcohol

Lesson 2: Alcohol and Risk

Lesson 3: Limits to Drinking Alcohol

Year 5 Legal and Illegal Drugs

Lesson 1: Legal and Illegal Drugs

Lesson 2: Attitudes to Drugs

Lesson 3: Peer Pressure

Year 6 Preventing Early Use

Lesson 1: Cannabis

Lesson 2: VSA and Getting Help

Lesson 3: Help, Advice and Support

At South Avenue we will...

- Develop ground rules for RSE with the whole class, refer to them regularly and encourage the pupils to do so
- Use distancing techniques such as pupil questions, case studies and problem pages to help pupils avoid personalising issues
- Agree as a class not to ask personal questions
- If a child's question seems inappropriate, agree to discuss it later with the child individually, rather than with the whole class
- Discuss religious and cultural beliefs with the pupils - avoid making assumptions
- Talk about relationships without promoting any one kind of relationship
- Use Whatsapp to let you know the week before an RSE lesson is taught so you are prepared for any discussion your child may seek to have at home in relation to the topic.

HELPFUL LINKS FOR PARENTS AND CARERS:

- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule?gclid=EA1aIQobChMIufKx6LeF5QIVR7TtCh0AZQedEAAYASAAEgJ6b_D_BwE&gclid=aw.ds
- <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/talking-your-child-staying-safe-online/>
- <https://www.bodyform.co.uk/v-zone/puberty/puberty-talk-with-daughter/>
- <https://www.theparentingplace.com/how-to-talk-about/how-to-talk-about-puberty-boys/>
- <https://www.net-aware.org.uk/>