

RELATIONSHIPS AND SEX EDUCATION

— Robert Wilkinson Primary Academy

Objectives

We want to:

Explain the changes to requirements for RSE coming in from September 2020

Get your views on our RSE curriculum

Explain how we have updated our PSHE curriculum to cover the new statutory elements of RSE

What is new?

We must provide the following to all pupils:

- Relationships education
- Health education

The DfE (Department of Education) have made it clear that schools should **not** just ‘teach to the guidance’, but see it as the basic requirement which forms part of broader PSHE education.

The statutory guidance outlines what schools **must** cover – though not everything that schools **should** cover – in PSHE from 2020. The Department for Education (DfE) says: ‘All elements of PSHE are important and the government continues to recommend PSHE be taught in schools’.

RELATIONSHIP EDUCATION ELEMENTS

Families and the people who care for me- families of all types, marriage

Caring friendships-healthy friendships, friendship difficulties, what makes a good friend, trust and respect

Respectful relationships- respecting differences, building relationships, courtesy and manner, building self respect and happiness, bullying, stereotypes.

Online relationships-rules and principles for keeping safe, trusting relationships, how information and data is shared online.

Being safe-boundaries, privacy, safe and unsafe physical contact, seeking support and advice.

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PHYSICAL HEALTH AND MENTAL WELL-BEING

Mental wellbeing- range of emotions, how to judge their emotions, bullying and its effects, seeking support.

Internet safety and harms- rationing time on the internet, respectful behaviour, age restrictions, online bullying and trolling,

Physical health and fitness-benefits of regular exercise and physical activity, risks of an inactive lifestyle

Healthy eating- what is a healthy diet, planning and preparing healthy meals, risks of a poor diet.

Drugs, alcohol and tobacco-legal and illegal substances and the risks with them.

Health and prevention- recognising the signs of illness, sun exposure, importance of sleep, dental health, personal hygiene and germs, immunisation and vaccine.

Basic First Aid- how to call the emergency services, dealing with common injuries.

Changing adolescent body- puberty, menstruation.

What is PSHE and how does this fit with Relationships and Sex Education?

Personal, Social, Health and Economic (PSHE)

Is a non-statutory 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.

Relationships and sex education (RSE)

Is part of a planned, developmental PSHE education programme. The Relationships and Sex Education (RSE) aspect of PSHE education will be compulsory in all schools from September 2020, and 'Relationships Education' compulsory in all primary schools.

How will this work be undertaken in school?

- RSE will timetabled in all year groups and added to our schools long term plan. (Please see appendix 2 of the RSE policy)
- Each year group will be following the same theme at the same time, including Early Years.
- It will be responsive and relevant to all identified pupil needs
- Progress in RSE is reviewed and assessment opportunities are built into the taught cycle of activities
- Staff delivering RSE are trained and will work in year groups to plan and deliver sessions.
- Sessions will be approximately 45 minutes per week with each strand being addressed over a three week period.
- PSHE elements will also be woven into whole school assemblies.
- All RSE Statutory elements will be delivered- except how a baby is conceived and born
- Parents have a right to withdraw their child from the sex education element of the sessions and will be informed when these will take place.
- Parents will be offered the opportunity to view the resources used and speak with staff who will be delivering the sex education sessions.

Appendix 2: RSE Curriculum Plan

PSHE Progression of Skills EYFS	Development Matters	Early Learning Goals	Vocabulary Progression
Living in the wider world	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Recognises that people have different beliefs and celebrate special times in different ways 	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	Rules, Special, People, Friend, Money
Relationships	<ul style="list-style-type: none"> Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others. Understand how to listen carefully and why listening is important. 	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs 	Feelings, Happy, unhappy, sad, right, wrong
Health and wellbeing	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal 	<ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices 	Healthy, unhealthy, Exercise like, dislike.
Relationship and sex education		<p>Physical Development: ELG: Health and selfcare Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>PSED ELG: Self Confidence and self-awareness Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	I like I don't like I need the toilet Wash, safe, healthy, like, don't like

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	Statutory requirements Non-Statutory requirement		
Year	Relationships	Living in Wider World	Health and wellbeing
Year 1	<ul style="list-style-type: none"> Roles of different people; families; feeling cared for Recognising privacy; staying safe; seeking permission How behaviour affects others; being polite and respectful. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Making Friends Feeling lonely & getting help Managing secrets; resisting pressure and getting help; recognising hurtful behaviour. Recognising things in Common and differences; playing and working cooperatively; sharing opinions 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Positive Friendships, including online. Responding to hurtful behaviour managing confidentiality and recognising risks online. Respecting differences and similarities; discussing difference sensitively. 	<ul style="list-style-type: none"> What makes a community; shared responsibilities. How Data is shared and used. Making decisions about money; using and keeping money safe. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Managing friendships and peer influence. Physical contact and feeling safe Responding respectfully to a wide range of people; recognising prejudice and discrimination. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Healthy sleep habits, sun safety; medicines, vaccinations, immunisations and allergies Personal identity; recognising individuality and different qualities; mental well-being Keeping Safe in different situations including responding in emergencies, first aid and RGM
Year 6	<ul style="list-style-type: none"> Attraction to others; romantic relationships; civil partnerships and marriage. Recognising and managing pressure; consent in different situations. Expressing opinions and respecting other points of view, including discussing topical issues. 	<ul style="list-style-type: none"> Valuing diversity; challenging discrimination and stereotypes. Evaluating media sources; sharing things online Influences and attitudes to money; money and financial risks. 	<ul style="list-style-type: none"> 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 transitions Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.

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[Click here for
part 2](#)

Right of withdrawal

Starting September 2020

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 using the form found in Appendix 4 of the RSE policy and addressed to the headteacher. We will invite you to talk through your concerns, explain our school's rationale for RSE and invite you to review some of the materials we hope to use. Withdrawing your child from sex education remains a statutory right as a parent or legal guardian.

Alternative work will be given to pupils who are withdrawn from sex education.

[Click here](#)

For more information



Promotional material

**Relationships, sex and health
education: guides for parents**

Search 'RSE FAQ' on GOV.UK

Search 'RSE Parent Guide' on GOV.UK

Feedback and questions

RSE Policy - Parent/Carer Consultation

The Department for Education has announced changes to relationships and sex education (RSE). These changes will come into effect from September 2020 and all schools will be required to comply with the updated requirements. This means that we are in the process of reviewing our RSE curriculum and policy so we can be sure our RSE provision is appropriate for our pupils. As part of the review, we need to consult parents, staff, governors and children to help inform our decisions and ensure that we reach a general consensus and that we can make adjustments based on feedback if needed. After reading the draft RSE policy, please answer the questions below.

***Required**

Email address *

Your answer