

Relationships, Sex and Health Education Curriculum



Get the facts

on Relationships
and Sex Education

Barnett Wood Infant School
10th November 2021

Aims of this session:



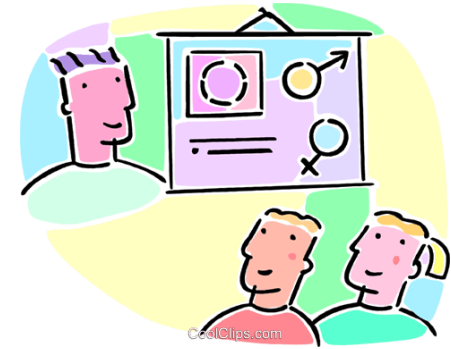
We aim to inform you of:

- The latest guidance from the Department of Education on Relationships, Sex and Health Education
- The school's legal obligations on Relationships, Sex and Health Education
- How, what, and when we intend to teach children
- Your rights as a parent/carer

First.....



Where, when and how
did *you* learn about
relationships and sex?

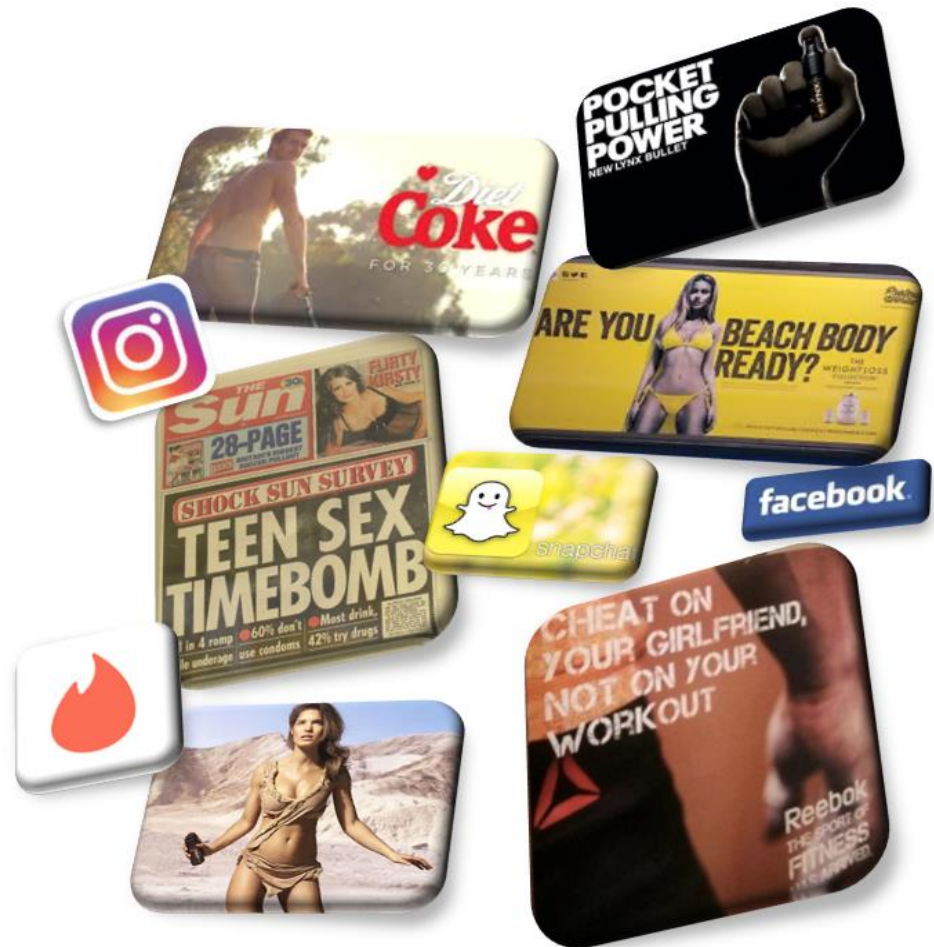


How has the world changed since
then?

Today's considerations....



- The internet
- Television
- Social media
- Other media
- Friends
- Family
- School



Music and lyrics



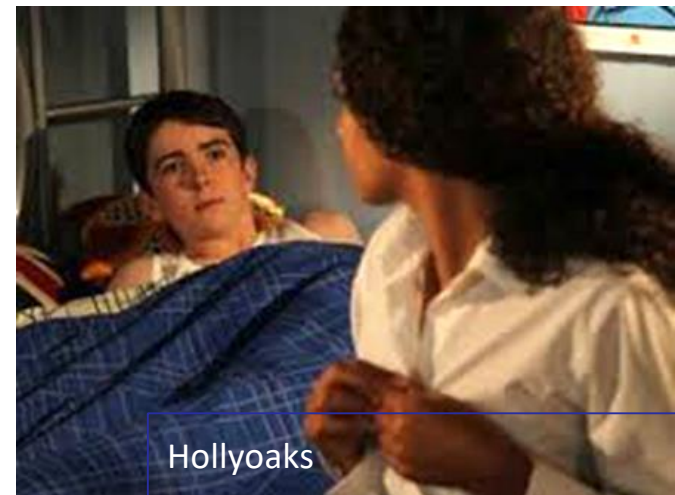
Heard he in love with some other chick
Yeah yeah, that hurt me, I'll admit
Forget that boy, I'm over it
I hope she gettin' better sex
Hope she ain't fakin' it like I did, babe
Took four long years to call it quits
Forget that boy, I'm over it

Music and lyrics



‘Shout out to my ex’ by Little Mix

What 'messages' are in these adverts/TV scenes?



Real stories from other schools...



- Two 10-year old girls being groomed online: They said the men were nice and felt that it was perfectly acceptable to text pictures of themselves in their underwear and wearing make-up. They said they liked feeling grown up and having the attention.
- A 7-year old accessing pornography through click-bait.

Real stories from other schools...



- Year 6 pupil accessing 'hard core' porn. Sex Ed was only taught in Yr6 but his parents withdrew him so he missed the lessons.
- Child abuse case: Uncle (the abuser) acquitted because in the child's testimony she used the word 'Frou Frou' to describe her vulva. The lawyer said that Frou Frou was the name of a soft toy and the child was 'prone to lying'.

More recent news items...



On 10 June 2021, Ofsted published its findings from its thematic review into sexual abuse in schools and colleges. Some of their findings included:

"Sexual harassment and online sexual abuse are 'commonplace' amongst children and young people, and are normalised to the extent that young people do not see the point in reporting such abuse."

"Children are reluctant to report incidents, including due to concerns that: they will be ostracised by peers or get peers into trouble and/or be branded a 'snitch'; they will not be believed, or indeed blamed; they felt embarrassed or shame"

"The Relationship Sex and Health (RSHE) programme and curriculum provided too little information, too late to help children and young people navigate the reality of their lives."

Don't forget....



***We are educating children and young people
to live in the real world, with all its contradictions.***

When it comes to sex, children's heads are probably not empty –
but they may be full of myths and half-truths

We mustn't let our adult knowledge of relationships and sex
prevent us seeing things from a child's perspective

Our focus should be on building healthy attitudes and positive
relationships, not just fighting off perceived threats

If RSE is so important, which approaches are best?



Relationships Education



What should children know about relationships and why?

- What a positive, healthy, caring, safe relationship looks and feels like
- How to speak up and get help when a relationship does NOT feel healthy/positive/safe
- How to make and maintain positive relationships (Online and offline relationships)



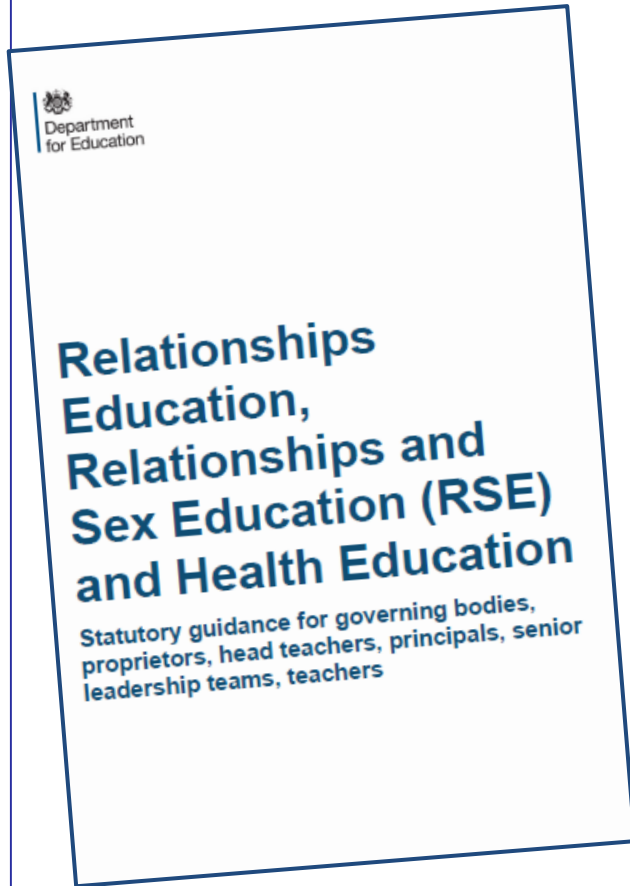
Relationships Education



‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline....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’

DfE Guidance on Relationships Education, Sex Education and Health Education 2019

Compulsory status of RSE and Health Education



In 2018 the government passed an amendment to the Children and Social Work Bill to make RSE and Health Education statutory from Sept 2020.

Supported by over 100 organisations, including Public Health England, Teaching Unions, NCB, etc

Ratified by House of Lords 24 April 2019

What do schools have to teach?

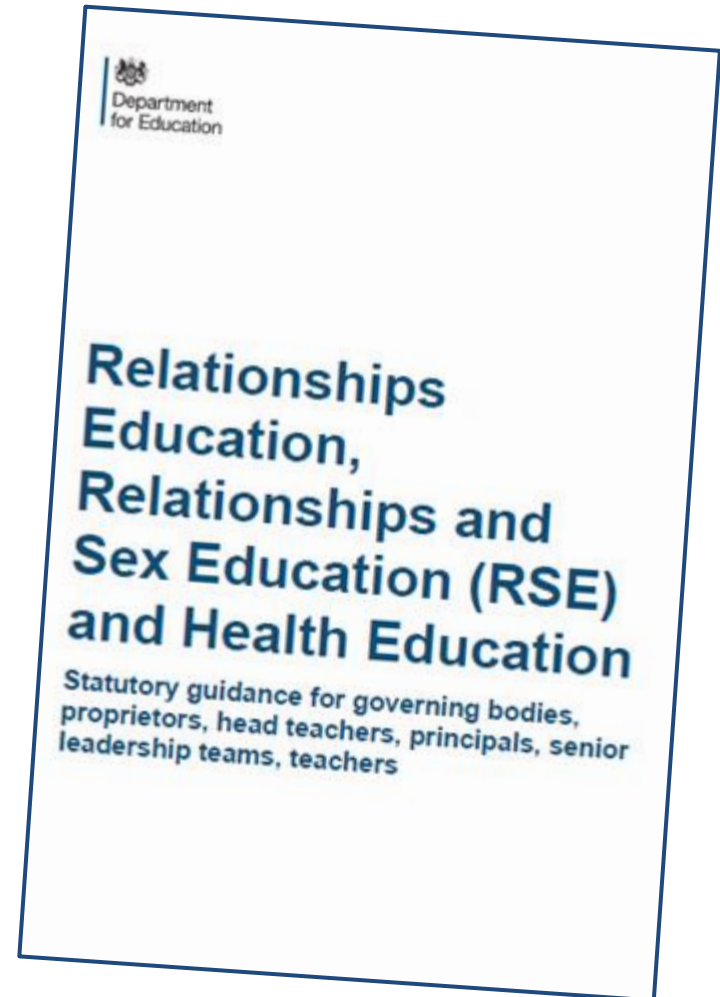


PRIMARY

RELATIONSHIPS EDUCATION
IS COMPUSLORY

HEALTH EDUCATION IS
COMPULSORY

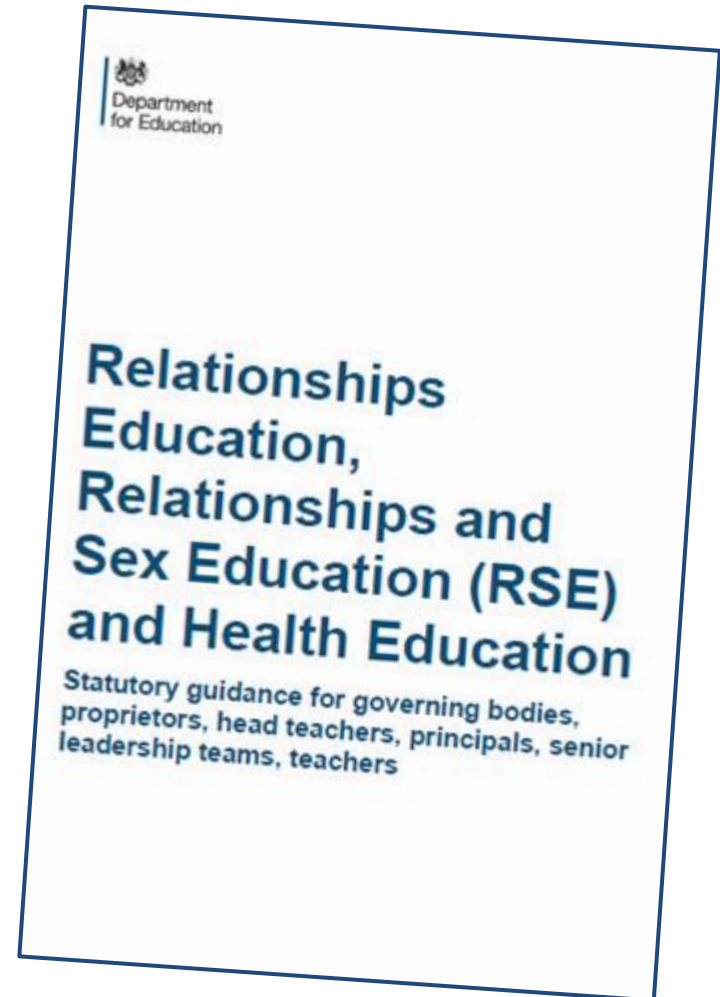
But Sex Education is at
school's discretion



Expectations for Primary Relationships Education



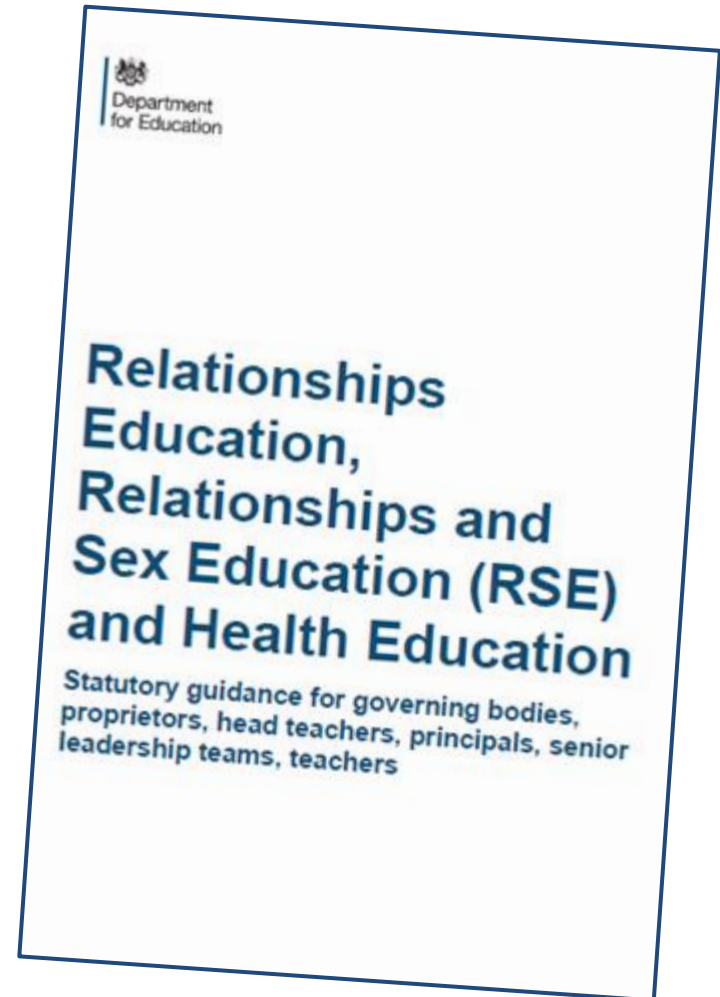
- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe



Expectations for Primary Health Education



- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body**



Expectations for Primary **Sex** Education



- The Department continues to **recommend** that **all** primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils...drawing on knowledge of the human life cycle set out in National Curriculum Science- how a baby is conceived and born – KS2 only.

Science and Sex Ed at KS1



Science Key Stage 1

- 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

Non statutory note: Pupils should 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.

What must Primary schools teach in their RSHE Curriculum?



From September 2020:

Legally:

1. Schools **MUST** teach the Science curriculum
2. The DfE guidance 2019 states that Relationships and Health Education (including changing adolescent body) are **compulsory**

Plus

a **'recommendation'** that all schools have a Sex Education Programme.

How schools do this is left up to them.

Schools must also comply with The Equalities Act 2010



- ‘Schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment...or sexual orientation (protected characteristics)’
- ‘Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated’
- PSHE is a key part of this. All children are valued and included.



New Ofsted Framework May 2019



Judgements:

Overall effectiveness and
4 key judgements ...

- Quality of education
- Behaviour and attitude
- **Personal development**
- Leadership and management

Safeguarding



So *how* do we teach the RSHE Curriculum at Barnett Wood Infant School?



EYFS/KS1:

- The RSHE curriculum is mainly taught as part of our Personal, Social, Health and Economic (PSHE) curriculum.
- It can be taught as a dedicated class lesson or topic and more commonly in response to everyday occurrences as they arise.

So *how* do we teach the RSHE Curriculum at Barnett Wood Infant School?



EYFS/KS1:

At Barnett Wood Infant School, teachers deliver the PSHE curriculum through half termly units. In Key Stage 1 (age 5-7) children will learn about:

- recognising, naming and managing their emotions;
- what makes them special;
- what makes a good friend;
- how to be kind to others;

So *how* do we teach the RSHE Curriculum at Barnett Wood Infant School?



EYFS/KS1:

- what's special about them and their families;
- how families are different;
- life cycles;
- about changes and how they have changed since babyhood; how boys and girls bodies are different;
- the correct names for sexual body parts;
- that some parts of their body are private; how to ask for help if they are worried or concerned.

Relationships Education at EYFS/KS1



- **Families and People who care for me:** *that families are important because they can give love, security and stability; **that others' families sometimes look different from their own but to respect differences**; to recognise if family relationships are making them feel unhappy or unsafe,*
- **Caring friendships:** *how important friendships are in making us feel happy and secure; the **characteristics of friendships**; how to deal with conflicts*
- **Respectful relationships:** *the importance of respecting others; the conventions of courtesy and manners; about different types of bullying (including cyberbullying); **the importance of permission-seeking and giving in relationships with friends, peers and adults.***
- **Online relationships:** *that people sometimes behave differently online, including by pretending to be someone they are not; the importance of respect for others online; the rules and principles for keeping safe online*
- **Being safe:** *what sorts of **boundaries are appropriate in friendships with peers and others**; 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 contact**; to recognise and report feelings of being unsafe.*

Health Education



- **Mental wellbeing:** *that mental wellbeing is a normal part of daily life; **how to recognise and talk about their emotions** ; the benefits of physical exercise, time outdoors and community participation 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; that bullying (including cyberbullying) has a negative impact on mental wellbeing; where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing*
- **Internet safety and harms:** *that the internet is an integral part of life and has many **benefits**; about the benefits of rationing time online, the risks of excessive time spent on electronic devices and the **impact of positive and negative content online on mental and physical wellbeing**; the effect of their online actions on others; the importance of keeping personal information private; why social media/ computer games are age restricted; where and how to report concerns/ get support with issues online.*
- **Physical health and fitness:** *the characteristics and mental and physical benefits of an active lifestyle; the importance of regular exercise in daily and weekly routines and how to achieve this; the risks associated with being inactive*
- **Healthy eating:** *what constitutes a healthy diet; the principles of planning and preparing a range of healthy meals*

Other Opportunities to cover Relationships and Health Education:



- **Assemblies** - linked to our values and also events through the year e.g. Kindness Week, Safer Internet Day, Healthy Eating week, Mental Health awareness day, Road Safety Week etc.
- **Visitors** e.g. NSPCC Speak out stay Safe campaign/ Pants Campaign, Fire Safety
- **Circle times**
- **Computing Curriculum** (online safety)
- **Events throughout the year** e.g. Wellbeing week at the start of the year, Anti-Bullying/Kindness week (this week!) and sports themed weeks

Computing Curriculum: Online Safety



www.childnet.com



www.thinkuknow.co.uk



<https://swgfl.org.uk/resources/digital-literacy/>



www.saferinternet.org.uk/safer-internet-day/safer-internet-day-2019/education-pack



www.kidscape.org.uk/advice/advice-for-parents-and-carers/internet-safety-and-online-risk/

Future plans for the RSHE Curriculum at Barnett Wood



Future plans for the RSHE Curriculum at Barnett Wood



Jigsaw is a comprehensive and completely original scheme of work for PSHE (Personal, Social, Health and Economic Education)

Includes statutory Relationships and Health Education

A detailed weekly lesson plan for all year groups, including all teaching resources

Future plans for the RSHE Curriculum at Barnett Wood



Being Me in My World
Celebrating Difference
Dreams and Goals
Healthy Me
Relationships
Changing Me



- Relationships
- Values
- Mental health
- Self-esteem
- Social skills
- Safeguarding inc.
Internet safety
(Golden Threads)

Future plans for the RSHE Curriculum at Barnett Wood



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

3 - 11 Primary PSHE Scheme of Work | England | Jigsaw PSHE

Rights of Parents/Carers



- There is no right to withdraw from Relationships Education or Health Education.
- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE, however parents cannot withdraw from NC Science aspects of RSHE.

Barnett Wood RSE Policy



- As part of implementation of the new DfE guidance on RSHE, schools are required to review their policies and consult with all stakeholders in the process.
- We have created a draft RSHE policy and need your input!
- We will send all participants of this forum the draft RSHE policy and a questionnaire to complete as part of our consultation with parents.

Questions

