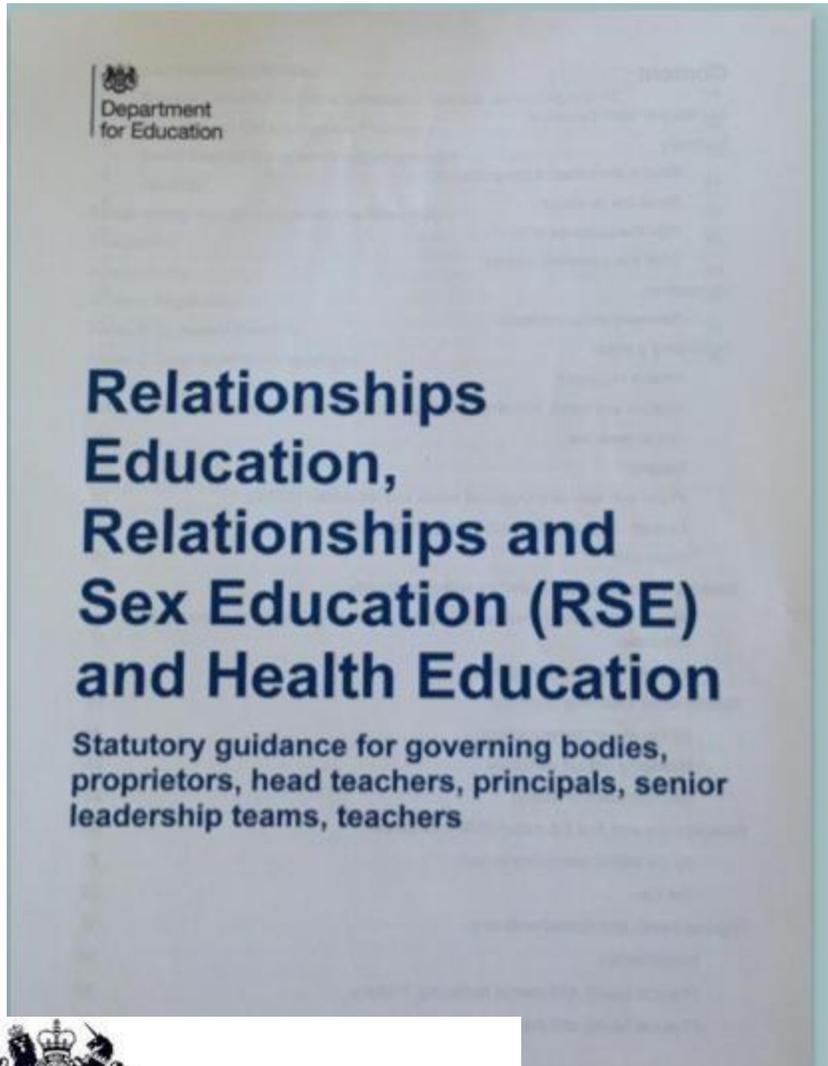




Getting ready for statutory Relationships Education

PSHE and RSE at Greenland.
Information for parents and FAQ.



The Department of Education has made Relationships and Sex Education (RSE, also known as RSHE - including health education) statutory to teach in all primary schools from September. It will be taught within PSHE lessons.

The guidance ensures that children have the skills and knowledge to navigate the modern world safely, which has changed so much since we were children.



Department
for Education

Why the new statutory guidance?

“This compulsory subject has been introduced to help to keep children safe; prepare them for the world in which they are growing up, including the laws as they relate to relationships, sex and health; to help foster respect for others and difference.”

Damian Hinds- Secretary of State for Education, 2019

Why the new statutory guidance?

PSHE has proven benefits to health, well-being and academic success.

The new guidance:

- has ensured schools will provide curriculum time where all pupils can benefit from an education that keeps them safe, healthy and prepared for the realities of modern life.
- covers broad areas of particular relevance and concern to young people today.
- ensures that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

Relationships Education will focus on:

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

Relationships Education can also be found in the following Health Education units:

- Mental well-being
- Internet safety and harms
- Health and prevention
- Changing adolescent body

Relationships Education	Health Education
Families and people who care for me	Mental Wellbeing
Caring friendships	Internet safety and harms
Respectful relationships	Physical health and fitness
Online relationships	Healthy eating
Being safe	Drugs, alcohol and tobacco
Non-mandatory Sex Education – children will have the 'right to be excused'	Health and prevention
	Basic first aid
	Changing adolescent body, including puberty

What will my child learn in PSHE lessons?

PSHE aspires to teach children about the emotional, social, moral and physical aspects of growing up. Children will learn how to be safe and healthy, and how to negotiate some of the personal and social challenges that they will face growing up as adults. In PSHE lessons your child will have class discussions, watch short films, read books and complete activities to support their learning.

For each year group, there are six units which provide a PSHE and wellbeing curriculum. These units are going to be matched to our school values (friendship, respect, truthfulness, compassion, perseverance and courage) to support and further embed our school's ethos.

Greenland RSHE and PSHE Education Curriculum Map
Personal, Social and Emotional Development Strand, as part of EYFS (Reception class)

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
EYFS	<i>'What makes us special?'</i> Discussing differences and similarities in our families, class charter	<i>'What are Friendships?'</i> How to be a good friend, what it looks like	<i>'What are Emotions? How can we be kind?'</i> How we feel – what emotions are, how they link to our actions and how they can make others feel	<i>The world around us- How can we look after our world?'</i> Looking at the wider world, how our action impact on the environment, exploring animals and plants, growth and tooth decay	<i>Equality and diversity -What makes us different?'</i> Exploring the difference between ourselves and our friends, different nationalities and ethnicities and beliefs, treating everybody the same regardless of their differences	<i>Mindfulness, teamwork and working together – How do we work as a team? How do we treat each other with respect?'</i> Belonging within a team, the importance of listening to others, being kind and making good choices, how to treat each other with kindness and respect, to appreciate others talents and abilities within a team, celebrating individual and team success
Year 1	<i>'Who is special to us?'</i> Characteristics of a healthy family life, differences in 'make up' (two dads/blended families for example), respect, how to get help if feel unsafe'	<i>'What is the same and different about us?'</i> Our qualities, differences, respecting others, name external body parts & 'Pants Rule' – private!	<i>'What helps us stay healthy?'</i> Mental health as important as physical health, hygiene, allergies/vaccines, dental health, how to seek help if worried about their health	<i>'Who helps to keep us safe?'</i> Basic first aid, calling 999/asking for help, what to do if they feel unsafe/worried'	<i>'What can we do with money?'</i> How to get it, how to manage it, difference between need and want, how to keep it safe	<i>'How can we look after each other and the world?'</i> Effect of unkind behaviour, how people grow & change, care for animals & environment
Year 2	<i>'What makes a good friend?'</i> Making friends, what is a good friend, resolving arguments, trust, asking for help with friendships	<i>'What is bullying?'</i> Effect of words & actions (on and offline), bullying, positive friendships with mutual respect, permission giving & boundaries, self-respect	<i>'What can help us grow and stay healthy?'</i> Being healthy – mentally and physically, characteristics of a poor diet and inactivity, importance of sleep	<i>'What helps us to stay safe?'</i> Following rules to keep safe, assessing risk and staying safe (on and offline), resisting pressure to do unsafe things, telling a trusted adult if they are feeling unsafe	<i>'What jobs do people do?'</i> How jobs help people earn money, range of different jobs, people have different strengths and interests & use of internet and digital devices in their jobs	<i>'How do we recognise our feelings?'</i> (Staying safe in the sun) Range of feelings, recognise & talk about their emotions in class, managing feelings, recognising when they need help & sharing with someone they trust, moving to a new class
Year 3	<i>'How can we be a good friend?'</i> Importance of friendships, asking for help if feeling lonely, building positive friendships & recognising when a relationship is making them unhappy/unsafe, asking for help	<i>'What keeps us safe?'</i> Keeping safe at home & school: recognising hazards, their body belongs to them – not to be hurt or touched without permission, how to recognise & respond to pressure to do unsafe things, what to do and who to tell, health & hygiene routines, how to react/respond when an accident has occurred, asthma	<i>'What are families like?'</i> How families differ: e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents), features of a positive family life, how care is demonstrated in families, how to ask for help if their family relationship is making them feel unhappy/unsafe	<i>'What makes a community?'</i> Belonging to different groups inc clubs, faith, what is a diverse community & respect of, how a community can help people feel valued	<i>'Why should we keep active and sleep well?'</i> Benefits of regular physical activity, sleep & rest, balance of online and off line, effect of too much online activity on mental and physical health and how to get help if worried about their health	<i>'How can we manage risk in different places?'</i> How to assess and manage risk in different situations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about), influence of peers/seeking approval & how to manage, staying safe online/reporting concerns/abuse, laws are there to keep us safe

Year 4	<p>What strengths, skills and interests do we have?</p> <p>Self-esteem, self-worth, personal qualities, goal setting & managing setbacks and learning from mistakes</p>	<p>How can we manage our feelings?</p> <p>Range of emotions & how to recognise them, feelings and emotions change, how to manage feelings in different situations – recognising if they are behaving appropriately and how to access advice and help if needed</p>	<p>Why should we eat well and look after our teeth?</p> <p>Nutrition, oral hygiene, impact of unhealthy food and exercise choices and how to get help if worried about their health</p> <p>*could be taught alongside the science topic.</p>	<p>How do we treat others with respect?</p> <p>How people's behaviour affects them/others, being polite and respectful to all – not discriminate, privacy rights, body belongs to them, children's rights, how to respond if they witness or experience/exclusion disrespect/discrimination and how to respond to aggressive/ inappropriate behaviour (inc online and unwanted physical contact) – how to report concerns</p>	<p>How can our choices make a difference to others and the environment?</p> <p>Caring for others and the environment, shared responsibilities to protect world/animals/others, making choices and decisions that can affect the environment, gain the necessary vocabulary to discuss topical issues</p>	<p>What decisions can people make with money?</p> <p>Decisions when to spend or save money, keeping track of money, payment choices, value for money and risks involving money</p>
Year 5	<p>What makes up a person's identity?</p> <p>Recognise similarities and differences, contributing factors to a person's identity (inc ethnicity, family, faith, culture, gender, hobbies, likes/dislikes), gender identity (not always corresponding with biological sex), identifying stereotypes and challenging them</p>	<p>How will we grow and change?</p> <p>Body changes during <u>puberty</u> (inc menstruation and wet dreams & specific vocab), effect of puberty on emotions, personal hygiene during puberty and how to ask for advice and support about growing and changing and puberty</p> <p>* Year 5 Programme of Study states: "Pupils should learn about the changes experienced in puberty."</p>	<p>What jobs would we like?</p> <p>Career aspirations, skills and attributes necessary for particular jobs, how to get a chosen job- college, uni, apprenticeship, how they might choose a career, challenging stereotypes in jobs</p>	<p>How can friends communicate safely?</p> <p>Different relationships, how online relationships are different to face to face, how to recognise risk in relationships and how to keep safe, staying safe online – image sharing and how to report concerns/ask for help if feel unsafe, how to respond to pressure, inappropriate contact or concerns about personal safety</p>	<p>How can drugs common to everyday life affect health?</p> <p>Facts about legal and illegal drugs, laws surrounding drugs, why people can choose to take drugs, risks, how organisations can help people who are taking drugs, how to get help from a trusted adult if they are worried about drugs</p>	<p>How can we help in an accident or an emergency?</p> <p>Carrying out basic first aid, if a person has a head injury not to move them, when appropriate to use first aid, the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</p>
Year 6	<p>How can we keep healthy as we grow?</p> <p>How mental and physical health are linked, healthy lifestyle choices – diet, exercise, balance of on and offline activities, benefits of sleeping well, managing influences of friends and family, not creating 'bad habits', how legal and illegal drugs can affect life/health, recognising early signs of mental health and seek help, anyone can suffer from mental health & there are ways to manage this with strategies</p>		<p>How can the media influence people?</p> <p>How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions, rules about sharing on social media, how texts/images can be manipulated, evaluate reliability of online content, how to recognise suspicious or unsafe content and what to do about it, how info is ranked to meet the needs of the audience, how to make a decision about whether the content is suitable for their age, how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue, to recognise the risks involved in gambling and the triggers</p>		<p>How do friendships change as we grow? What will change as we become more independent?</p> <p>Different types of relationships, commitment to a relationship, marriage should be wanted by both parties, personal identity inc sexuality, people who are attracted to and love each other can be of any gender, ethnicity or faith, recap on puberty – relating to physical and emotional changes to adulthood using specific scientific vocabulary, *how the process of puberty relates to human reproduction, becoming more independent comes with increased opportunities and responsibilities, friendships change and grow and how to manage, moving to secondary school and how to ask for support with any of the above</p> <p>*right to withdraw</p>	

What about sex education?

- These new statutory requirements do not extend to **sex education** at KS2 (beyond the biological/reproductive aspects schools are already required to cover in science).
- However, the Department for Education *‘continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils’*
- Where schools provide sex education at key stages 2, parents will have the right to withdraw their child from sex education **but not from statutory Relationships Education or Health Education.**

**Relationships
Education,
Relationships and
Sex Education (RSE)
and Health Education**

Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers

“The Department continues to recommendthat **all primary schools** should have a sex education programme... It should ensure that **both boys and girls** are prepared for **the changes adolescence brings** and ... **how a baby is conceived and born.**”

Which parts of Sex Education can parents can withdraw from?

Puberty is taught in Year 5 and is already statutory under Health Education and National Curriculum Science so there is no right to withdraw. Birth and reproduction is also included in Year 5 and 6 Science units (again no right to withdraw) and so this leaves conception.

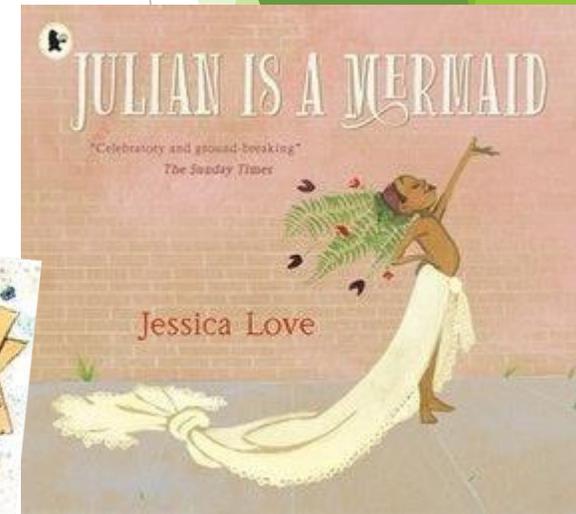
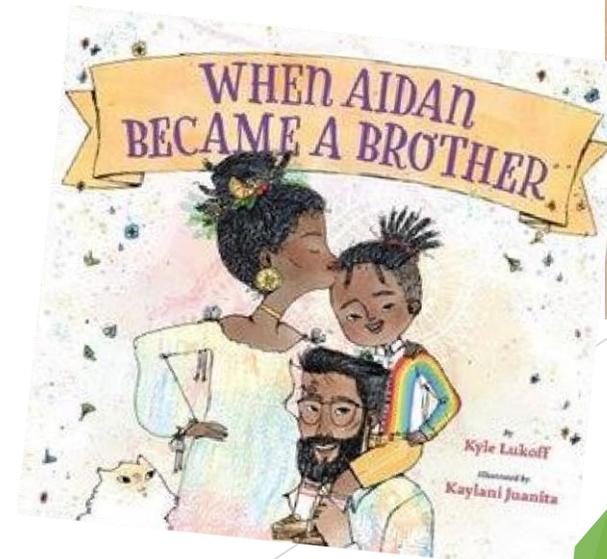
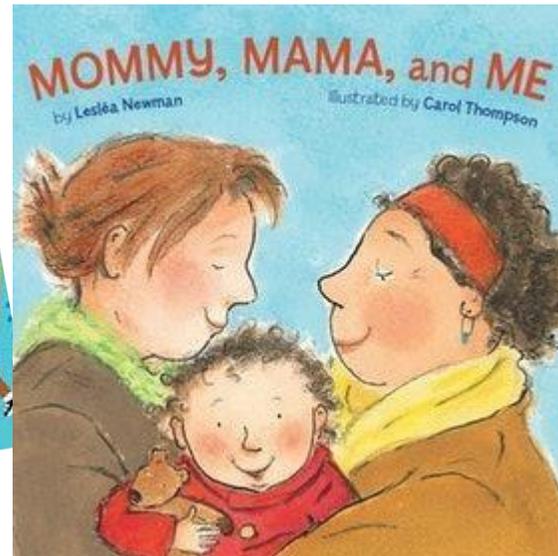
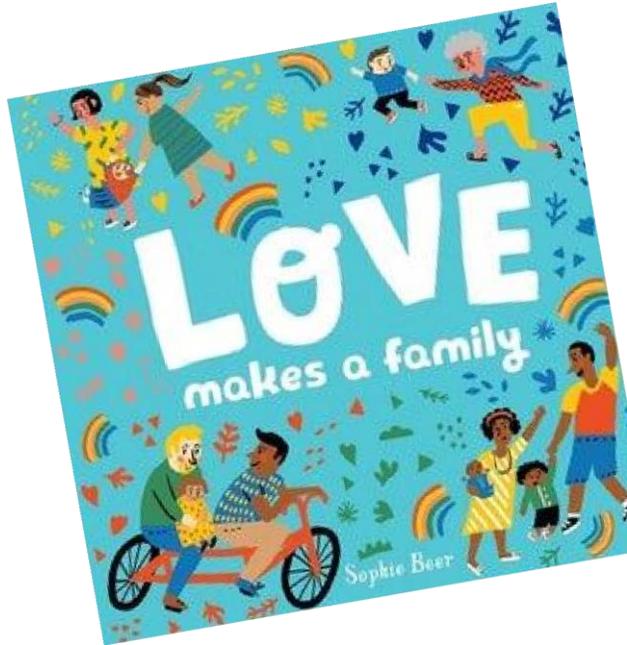
Sex education itself is only a small part of the RSE curriculum and would be only covered at the end of Year 6 'How a baby is conceived has been interpreted to refer to what happens before an egg and sperm meet (reproduction). This is to help children understand how babies are conceived, particularly before they transition to secondary school.

Will children be learning about menstruation?

- Menstruation and puberty are technically not Sex Education but Health Education, and are therefore statutory.
- The statutory guidance states puberty should be addressed before onset so, as far as possible, pupils are prepared in advance for changes they will experience.
- Best practice states that menstruation education should be delivered to both boys and girls, as learning about menstruation is a concept of reproduction, as covered by the national curriculum science and fosters good relationships by breaking down the stigma of going through these changes leading to less bullying.

Do we have to teach about LGBT identities and families?

Yes, the statutory guidance states that schools must teach about families of many forms and this includes LGBT parents and families. Therefore parents cannot withdraw their child from learning about LGBT families and identities. This will be taught in an age sensitive way. For example in Year 1 & 2, teachers might mention having two dads or two mams whereas in KS2 they would leave specific LGBT terminology.



*“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. Sexual orientation and gender identity should be explored at a **timely point and in a clear, sensitive and respectful manner**. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity” (DfE).*

The government therefore expects schools to ensure the following:

- **All pupils understand the importance of equality and respect.** This will play a key role in reducing incidences of bullying both at school and within the wider community. Bullying and poor mental health affects LGBT young people at alarming rates. Nearly half of LGBT pupils (**45 per cent**) are bullied at school for being LGBT (Stonewall, 2017).
- **Schools comply with the Equality Act.** Schools are already required to teach in a way that does not discriminate against people with *protected characteristics*, including sex, sexual orientation, and gender reassignment.
- **Schools are responsible for deciding when they will introduce the teaching of LGBT identities to pupils.**

What about Mental Health?

The Health Education section of the new DfE statutory requirements have a whole section on mental wellbeing. This also comes into many of the Relationships Education outcomes - particularly the categories of Respectful Relationships (including bullying behaviours), Online Relationships and Being Safe.

Creating a safe learning environment

When teaching any lesson that deals with potentially sensitive subjects, it's essential to begin by creating a safe, secure learning environment. This will help children feel confident to share their ideas, values and attitudes without fear of negative feedback from their peers. A safe learning environment with clear boundaries also helps teachers to manage discussions on sensitive issues with greater confidence.

To do this we will:

- Set class ground rules for PSHE sessions linking to school values.
- Depersonalise discussions by using distancing techniques - stories, role-play, scenarios of real situations but with fictional characters and storylines etc.
- Have an 'ask-it-basket' in class so children can ask questions based on PSHE lessons anonymously
- Small group discussions