

Welcome to Featherstone Primary School

Relationship, Health and Sex Education Meeting

5th November 2019



Aspire, Believe, Succeed

What we want out of today's meeting

- To inform you of the changes that are taking place with Relationships, Health and Sex Education (RHSE) and why these changes are happening.
- To show you how we will teach RHSE at Featherstone, and why.
- To remind you of the next stage of the consultation process.



What the law states we have to teach:

By the end of Primary School, children must have a good understanding of:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Physical health and mental wellbeing



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

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

Definitions

Relationships Education

- “Relationships education” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

Health Education

- “Health education” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education

- “Sex Education” is defined as teaching pupils about the reproduction of humans and how this takes place via sexual intercourse.

What is Relationship, Health and Sex Education (RHSE)?

Relationship, Health and Sex Education (RHSE) provides age-appropriate knowledge and understanding of the human body, its changes during puberty and the processes of human reproduction, within the context of relationships based on respect, care and love.

RHSE teaches children in a safe and age-appropriate manner about growing up into healthy citizens, who maintain good relationships with those around them.



Why does Relationship, Health and Sex Education (RHSE) matter?

RHSE helps to develop the understanding and attitudes which will help pupils to form healthy relationships in a responsible manner, and to appreciate the value of stable family life and relationships.

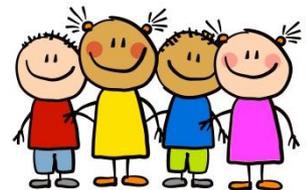


Why does Relationship, Health and Sex Education (RHSE) matter?

Whether we like it or not, our children **DO** learn about relationships and sex from a young age, even if we don't talk with them (for example, TV, internet, social media and friends).

Some of the things they learn can be incorrect, confusing and if not learnt in a safe way, frightening.

As educators, we should talk to our children to help them make sense of it all at an age-appropriate manner.



Why does Relationship, Health and Sex Education (RHSE) matter?

By taking part in RHSE, we are ensuring our children's safety (health, mental and emotional).

Most importantly – it's about safeguarding.

No-one would ever suggest that we wouldn't want to keep our children safe.



Relationship, Health and Sex Education

What the government states:

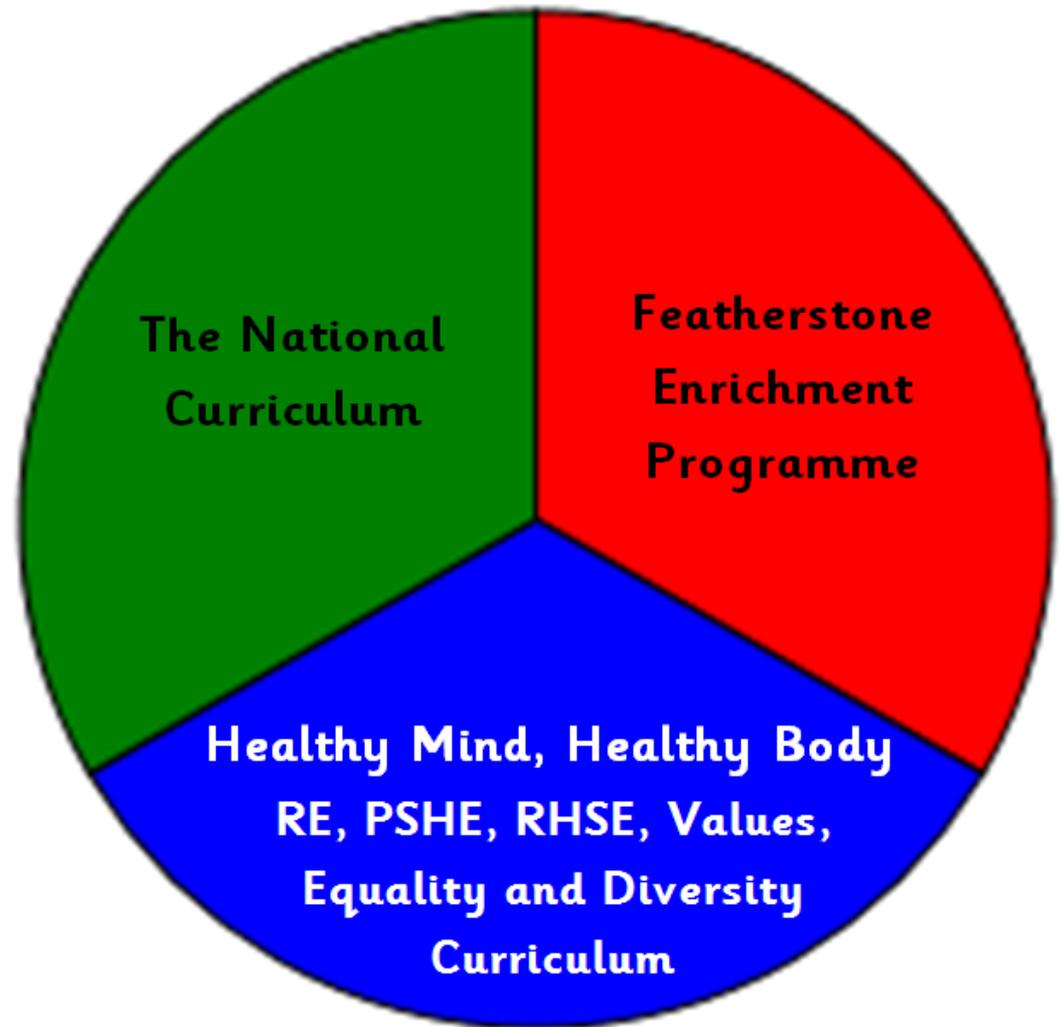
“The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.” This includes:

- Relationships and friendships
 - Family
 - Online relationships
 - LGBT+
 - Personalities
 - How to recognise abuse (this links to safeguarding)
- (Department for Education, 2019).**



RHSE at Featherstone Primary School

RHSE may not always be taught in isolation but firmly embedded in other curriculum areas (e.g. computing, RE, Science and Healthy Mind, Healthy Body).



RHSE at Featherstone Primary School



RHSE is taught by classroom teachers, supported by teaching assistants where necessary and if appropriate, outside visitors such as a nurse, workshops or specialists.

A range of teaching methods are used to teach RHSE, just like any other subject. These include use of discussion, books, looking at case studies or news programmes, drama and role-play. All teaching is sensitive to the needs of the children.

RHSE at Featherstone Primary School

The organisation of Relationship and Sex Education is not an isolated subject. Opportunities are used as they occur for answering pupils' questions and exploring issues as they arise.



All subjects, but particularly Science, Religious Education and Computing, focus for exploring some elements of RHSE. Like with any subject, teachers use their professional judgment to teach the subject to its full potential, ensuring that the needs of all pupils are met.

RHSE at Featherstone Primary School

RHSE is divided into six question areas; although not all year groups will focus on all six areas, the questions that they are exposed to in their year group will help their RHSE understanding progress at a suitable and age-appropriate rate, building on the work of other year groups and subjects where needed.

The six question areas fully meet the statutory guidance as set out by the PSHE association and DfE, but are tailored to the needs of our school. They are:

- Healthy Relationships (incl. LGBT)**
- Feelings and attitudes**
- My body**
- Life cycles**
- Keeping safe and looking after myself**
- People who help me**



Delivery of Equality Content, including LGBT, within RHSE Lessons

- Schools are expected to fully teach LGBT content by law.
- In teaching RHSE, schools must ensure that all pupils understand the importance of equality and respect, including the nine protected characteristics under the 2010 Equality Act, which are:
 - Age
 - Disability
 - Gender Reassignment
 - Marriage and Civil Partnership
 - Pregnancy and Maternity
 - Race
 - Religion or Belief
 - Sex
 - Sexual Orientation
- All nine protected characteristics receive adequate and appropriate teaching content within RHSE.



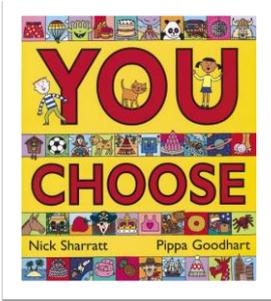
- **LGBT content is integrated into our RHSE curriculum from Reception up to Year Six.**
- **Through age-appropriate and child-friendly picture books, we teach LGBT content from Reception, where children learn about same-sex families, so that respect for differences and equality is encouraged and instilled in children from an early age.**
- **We always consider the development and maturity of pupils before teaching any theme within RHSE, including LGBT.**

The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

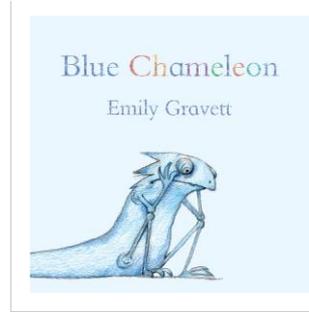
Here are the books that we use to teach equality and diversity.



EYFS



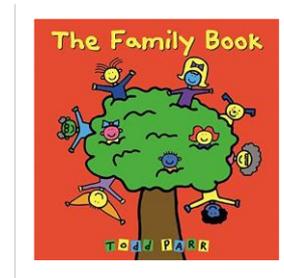
To say what I think



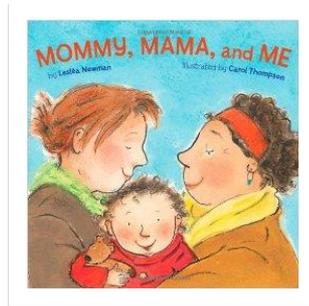
To make friends with someone different



To understand that it is OK to like different things



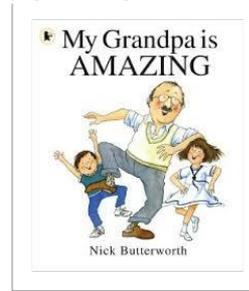
To understand that all families are different



To celebrate my family

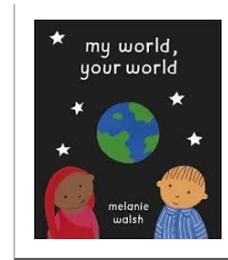
Year 1

To recognise that people are different ages



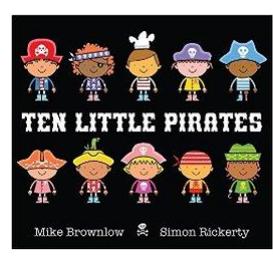
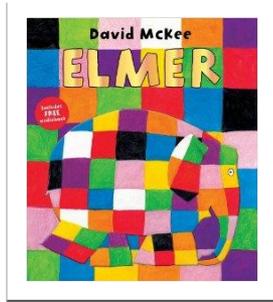
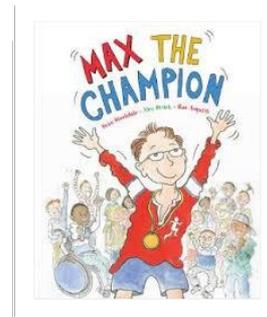
To like the way I am

To understand that we share the world with lots of people

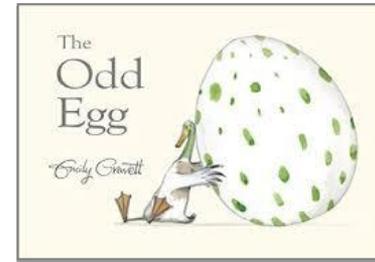


To play with boys and girls

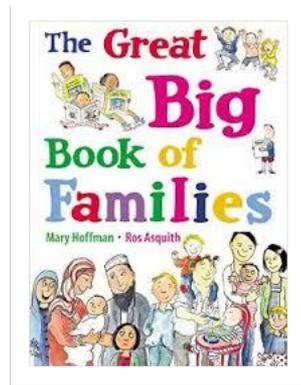
To understand that our bodies work in different ways.



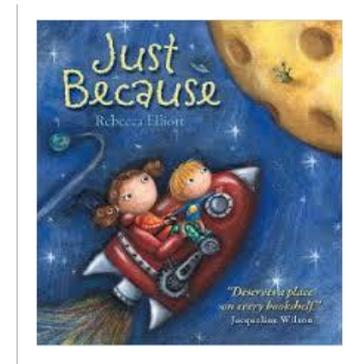
Year 2



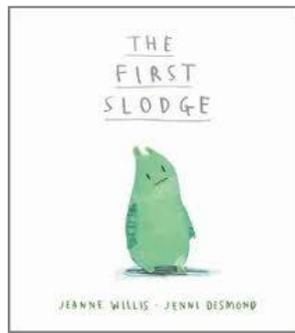
To understand what makes someone feel proud



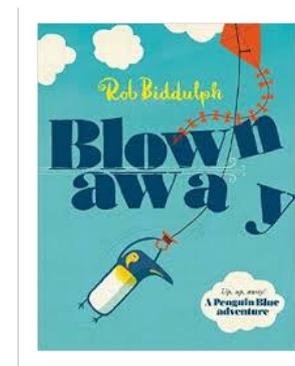
To understand what diversity is



To feel proud of being different

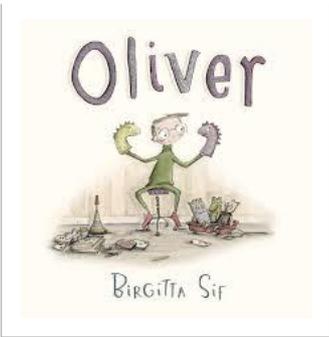


To understand how we share the world

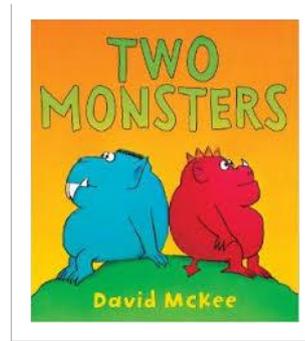


To be able to work with everyone in my class

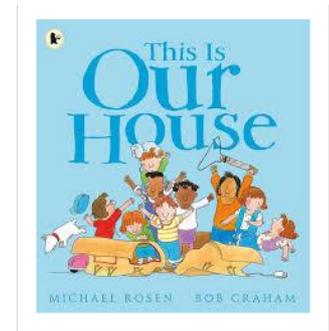
Year 3



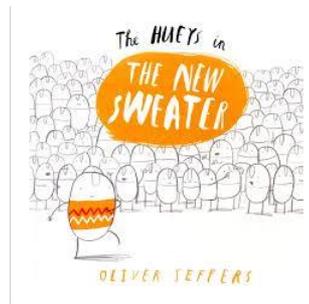
To understand how difference can affect someone



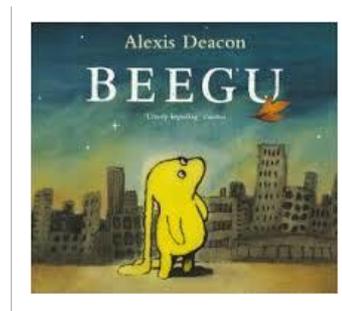
To find a solution to a problem



To understand what 'discrimination' means

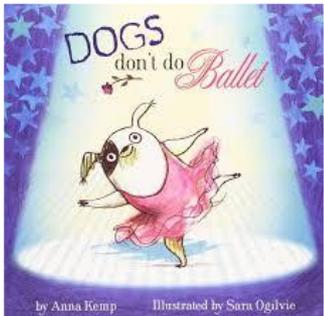


Use strategies to help someone who feels different

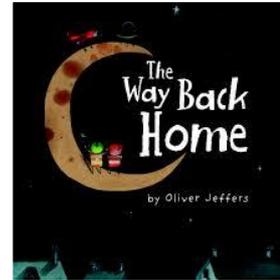


To be welcoming

Year 4



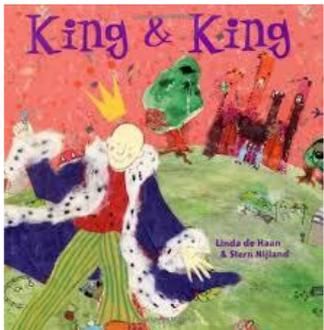
To know when to be assertive



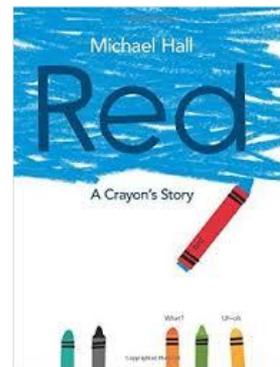
To overcome language as a barrier



To ask questions



To understand why people choose to get married

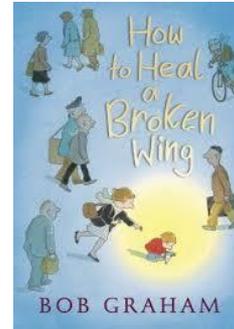


To be who you want to be

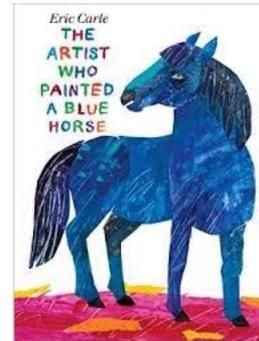
Year 5



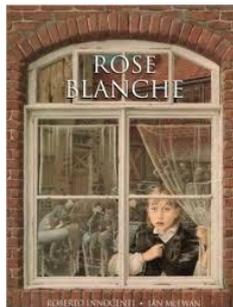
To learn from our past



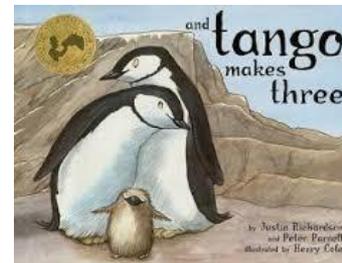
To recognise when someone needs help



To appreciate artistic freedom

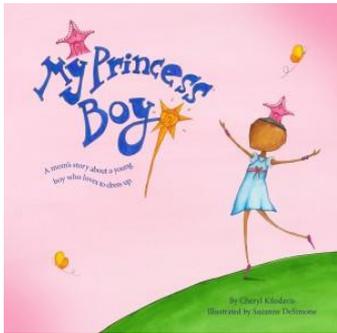


To justify my actions

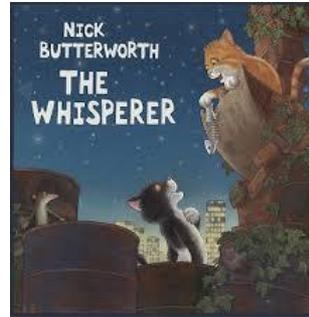


To accept people who are different from me

Year 6



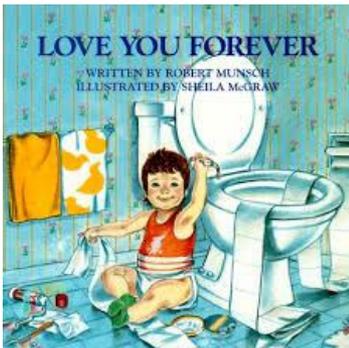
To promote diversity



To stand up to discrimination



To challenge the causes of racism



To consider how my life may change as I grow up



To recognise my freedom

Are you teaching LGBT lessons?

Yes, we are teaching about all elements of equality and diversity.

Our RHSE lessons sufficiently and appropriately teach all nine protected characteristics. This of course includes sensitive and age-appropriate coverage of LGBT.



Are primary children too young to be taught about LGBT?

Some children grow up in families with gay or lesbian people. We want all of our children to know that their family is normal and accepted in school.

Our children will all have to interact with people from different backgrounds; we want them to treat all members of the community with the same respect.

RHSE Overview

| | Overview of statutory requirements (What does the law says we have to teach?) | | | | | |
|------------|---|------------------------|--------------------|------------------|---------------------------------------|---------|
| | Relationship Education | | | Health Education | | |
| Year Group | Relationships | Feelings and Attitudes | People who help me | Life Cycles | Keeping Safe and Looking After Myself | My Body |
| EYFS | ✓ | | ✓ | | ✓ | ✓ |
| 1 | ✓ | | ✓ | ✓ | | ✓ |
| 2 | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3 | ✓ | | ✓ | | ✓ | |
| 4 | ✓ | ✓ | ✓ | | ✓ | ✓ |
| 5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | Overview of non-statutory requirements (What children need to know as part of their development) | | | | | |
|------------|--|------------------------|--------------------|------------------------------------|---------------------------------------|---------|
| | Sex Education | | | | | |
| Year Group | Relationships | Feelings and Attitudes | People who help me | Life Cycles and Human Reproduction | Keeping Safe and Looking After Myself | My Body |
| 5 | | | | ✓ | | |
| 6 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

RHSE at Featherstone Primary School

EYFS

| | Relationship Education | | Health Education | |
|------------|--|--|---|---|
| | Healthy Relationships | People who help me | My body | Keeping safe and looking after myself |
| Rec | Who is my family? How are other families similar and different to mine? What does my family do for me? What do I like about my friend? What does my friend like about me? What do other people do that makes me happy or unhappy? | Who can I ask if I need to know something? Who can I go to if I am worried about something? | How are boys' and girls' bodies different? What do we call the different parts of boys' and girls' bodies? | Which parts of my body are private? When is it OK to let someone touch me? What should I do and who should I tell if I don't like the way someone is touching me? |

Key Stage One: Years One and Two

| | Relationship Education | | Health Education | |
|----------|--|---|--|---|
| | Healthy Relationships | People who help me | My body | Life cycles |
| 1 | <p>Who might rely on me? What is teasing and what happens? How can I be a good friend? Why is it fun to have a friend who is different to me? Is it ok to be different? Should boys and girls behave differently? What is a 'poor choice?'</p> | <p>Who can I go to if I am worried about something? (Build on from EYFS).</p> | <p>Why are girls' and boys' bodies different? What are my senses? (Science NC).</p> | <p>How much have I changed since I was a baby? How are other children similar and different to me?</p> |

| | Relationship Education | | | Health Education | |
|----------|--|--|---|--|--|
| | Healthy Relationships | Feelings and attitudes | People who help me | Keeping safe and looking after myself | Life cycles |
| 2 | <p>Why do friendships change? How can I make up with my friend if we fall out? Do families change? What is the difference between being picked on and being bullied? Why do some people get married and some do not? What are stereotypes about boys and girls and are they OK?</p> | <p>What are positive feelings? What are negative feelings? How do I know how other people are feeling?</p> | <p>Who can I go to if I am worried about something? (Build on from Year One).</p> | <p>When is it good or bad to keep secrets? (Friend context).</p> | <p>What are 'offspring?' (Science NC, <u>animals</u> context).</p> |

Lower Key Stage Two: Years Three and Four

| | Relationship Education | | Health Education |
|----------|---|---|---|
| | Healthy Relationships | People who help me | Keeping safe and looking after myself |
| 3 | How do we show love to one another? Can people of the same sex love one another and is this ok? What do the words 'lesbian' and 'gay' mean? | Who can I talk to if I feel anxious or unhappy? | How can I keep myself clean? When is it good or bad to keep secrets? (Adults context). |

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| | Relationship Education | | | Health Education | |
|----------|---|---|---|---|--|
| | Healthy Relationships | Feelings and attitudes | People who help me | My body | Keeping safe and looking after myself |
| 4 | What are the important relationships in my life now and how might these change? What is an online relationship? How similar is to a 'real' relationship? (Friend and family context). Do I have to be respectful online? | Can I believe everything that I see on the TV and internet about boys, girls, bodies and relationships? | Where can I find information about how to stay safe online? Where can I find information about my body and growing up? | Is my body normal? What is a normal body? Why do the media show so many pictures of 'perfect' celebrities? Should I look like this? | What are good hygiene habits as I grow up? What are periods? (Girls only). How can I manage my periods? (Girls only). What is cyber bullying? Can I say 'no' to people online? |

Upper Key Stage Two: Year Five

| Relationship Education | | | | Health Education | | |
|------------------------|--|---|---|---|--|---|
| Healthy Relationships | Feelings and attitudes | People who help me | My body | Life cycles and Human Reproduction | Keeping safe and looking after myself | |
| 5 | <p>Do you have to be married to have a baby?</p> <p>What can I do about family and friend break-ups?</p> <p>What is 'LGBTQ'?</p> | <p>Why are my feelings changing as I get older?</p> <p>How do I feel about growing up and changing?</p> <p>How can I cope with strong feelings?</p> <p>What kind of feelings come with puberty?</p> | <p>Where can I find information about my body and growing up? (Build on Year Four).</p> | <p>Why is my body changing?</p> <p>What is puberty? Does everyone go through it? At what age?</p> <p>What body changes do boys and girls go through at puberty?</p> <p>How will my body change as I get older?</p> <p>Why are some children growing quicker than others?</p> <p>How do girls and boys grow differently?</p> <p>If I am a late developer, will I catch up?</p> <p>How do hormones affect boys and girls differently?</p> | <p>Statutory:</p> <p>What is reproduction? (Science NC).</p> <p>What is the life cycle of a human? (Science NC).</p> <p>Where do babies come from? (Knowledge of male and female needed)</p> <p>Non-statutory Sex Education (parents have the right to withdraw their child from this content):</p> <p>Why does a baby need a male and female?</p> <p>What are eggs and sperm?</p> | <p>What are good hygiene habits as I grow up? (Build on Year Four).</p> <p>What are good and bad influences around me and how should I handle them? (Link to Stolen Lives).</p> <p>When is it good or bad to keep secrets? (Online context).</p> <p>What are good hygiene habits as I go through puberty? (Build on Year Four).</p> |

Upper Key Stage Two: Year Six

| | Relationship Education | | | Health Education | | |
|----------------------|---|--|---|--|--|---|
| | Healthy Relationships | Feelings and attitudes | People who help me | My body | Life cycles and Human Reproduction | Keeping safe and looking after myself |
| 6 | Statutory What are the important relationships in my life now and how might these change? (Transition focus: friendships and teachers). How should I act in a relationship? | | | | | |
| Sex Education | | | | | | |
| | Non-statutory Sex Education (parents have the right to withdraw their child from this content): Are girls and boys expected to act differently in relationships? Can some relationships be harmful or unhappy? How can I say 'no' to someone without hurting their feelings? What is a healthy environment for having and bringing up a baby? (Relationship and support focus). At what age is it legal to have sex? How do I know that I am ready to have sex or be intimate? | Non-statutory Sex Education (parents have the right to withdraw their child from this content): What are sexual feelings? How can I cope with sexual feelings and mood swings? What are wet dreams? What should I do if my family and friends cannot relate to my feelings? | Non-statutory Sex Education (parents have the right to withdraw their child from this content): Where can I find information about puberty and sex? (Build on Year Five – link to online reliability and being careful what is searched for). | Non-statutory Sex Education (parents have the right to withdraw their child from this content): Why do boys get erections? | Non-statutory Sex Education (parents have the right to withdraw their child from this content): What is sex? What is sexual intercourse? What is sperm? What are women's eggs? How does sperm reach the egg to make a baby? What is contraception? What are the different methods of contraception? How do families with same-sex parents have babies? How does the baby develop? How is the baby born? | Non-statutory Sex Education (parents have the right to withdraw their child from this content): What are periods? (All). How can I manage my periods? (Girls only). What are STIs? How can they be avoided? |

What must be taught and what should be taught in RHSE?

| Must (statutory) | Should (non-statutory) |
|--|---|
| <p>All of our RHSE content, up to and including all of Years R, 1, 2, 3 and 4, is statutory and must be taught. This is taken from:</p> <ul style="list-style-type: none">• The Equality Act (2010)• The National Curriculum (2014)• The Children and Social Work Act (2017)• Statutory Guidance for RSE (2019) | <p>These objectives/questions, taught in Years 5 and 6, are non-statutory but we believe are very important and we have a moral duty to teach them.</p> <p>Year 5:</p> <ul style="list-style-type: none">• Why does a baby need a male and female?• What are eggs and sperm? |

| Must (statutory) | Should (non-statutory) |
|--|---|
| <p>All of our RHSE content, up to and including all of Years R, 1, 2, 3 and 4, is statutory and must be taught.</p> <p>This is taken from:</p> <ul style="list-style-type: none"> • The Equality Act (2010) • The National Curriculum (2014) • The Children and Social Work Act (2017) • Statutory Guidance for RSE (2019) | <p>Year 6:</p> <ul style="list-style-type: none"> • At what age is it legal to have sex? • How do I know that I am ready to have sex or be intimate? • What are sexual feelings? • How can I cope with sexual feelings and mood swings? • What are wet dreams? • Why do boys get erections? • What is sex? • What is sexual intercourse? • What is sperm? • What are women's eggs? • How does sperm reach the egg to make a baby? • What is contraception? What are the different methods of contraception? • How do families with same-sex parents have babies? • How does the baby develop? • How is the baby born? • What are STIs? How can they be avoided? |

Equal opportunities

Every single child is entitled to receive RHSE, regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language and needs.

It is our intention that all children have the opportunity to experience a programme of RHSE at a level which is appropriate for their age and physical development, including differentiated provision if required (this is in-line with our Equal Opportunities Policy).



Right to withdraw your child from RHSE Lessons

The legislation that was brought in under the Children and Social Work Act 2017 means that parents do not have the right to withdraw their children from the relationship elements of RHSE, nor the elements of sex education taught through National Curriculum Science.

However, parents do have the right to withdraw their child from the sex education elements that are taught through the RHSE programmes of study (the questions/objectives just discussed).

Why it is important for your child to be present?



- Teachers are qualified and trained to deliver this subject matter
- It is delivered in a safe classroom environment (age appropriate and progressive)
- It is always sensitive and not personal
- It can open opportunities for questions
- Children are learning at the same time
- It teaches children how to safe guard themselves from harm
- Facts, not errors and misconceptions

Thank you for listening

Next steps of the consultation process: drop-in forums on:

- **Monday 18th November 2pm & 5.30pm**
- **Wednesday 20th November 2pm & 5.30pm**

Please feel free to come along to one of these drop-in forums if you have a query about the RHSE policy or scheme of work. There will also be a Q&A session.

