

# Information Session: Relationship and Health Education

## Intentions:-

1. To explore the Relationships and Health Education: how, what and when we intend to teach our children.
2. To address concerns and questions around teaching Relationship and Health Education.
3. Understand the school's legal obligations on Relationships and Health Education (from September 2021)



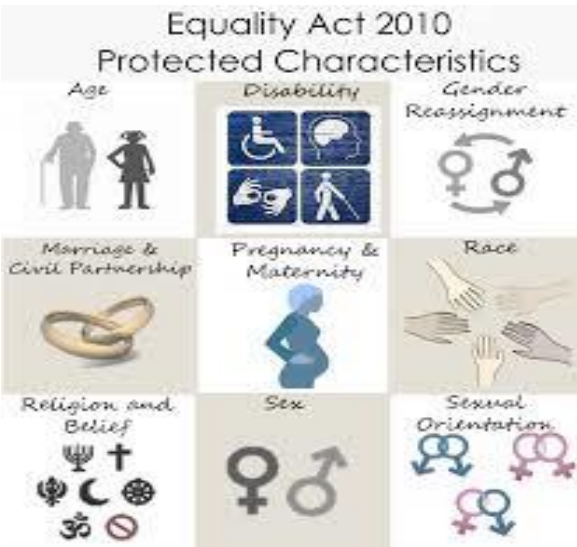
# Ground rules.

- No such thing as a silly question.
- Show respect to one another.
- Make no assumptions if you mention something (e.g. knowledge from tv programmes etc).
- Everyone's view is equal.
- Inclusive of all by using examples from all communities and not criticising others for their views and opinions.
- There is no right or wrong answers; we will only correct where there is law / fact.
- Confidentiality: can't be guaranteed.
- No one is forced to give a view or opinion.

## Asking Questions



# UK since 2000.



What life experiences are children likely to experience by the end of year 6?



# Covid Experiences of Young People.



# Experiences a child might have by end of primary school.

What life experiences are children likely to experience by the end of year 6?

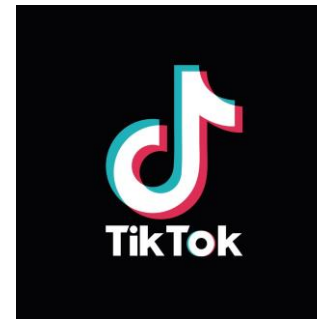
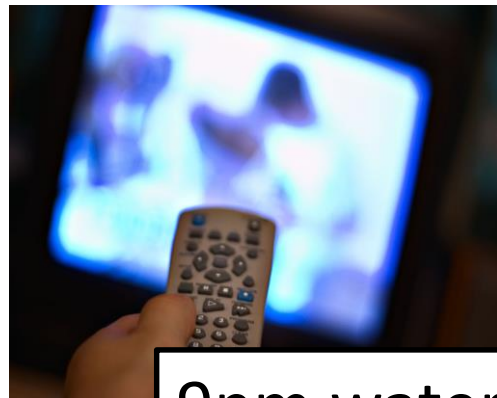
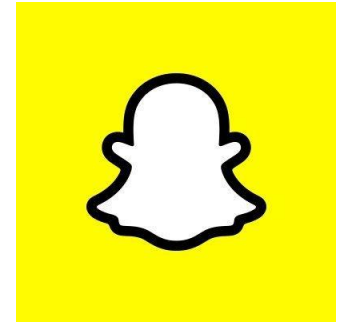


**HATE  
CRIME**









9pm watershed.





- Supporting students to make their **own** informed decision-making from accurate sources of information
- Knowledge and capability to stay safe and healthy
- Age appropriate, sensitively and inclusively.
- Preparation for the modern world
- Manage their personal and social lives in a positive way.
- Understanding their place in an open and plural society; understand, accept and include people with backgrounds different to their own.



# From September 2020: All students must be taught about...

## Relationship Education

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

## 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.

Parents of primary-age children have the right to withdraw their children from some or all of Sex Education that is outside the Science Curriculum, but not to withdraw from Relationships Education, Health Education or Science.



## Schools must comply with: -

- The Equalities Act 2010
- Keeping Children Safe in Education (Safeguarding)
- Statutory Guidance: Relationship, Health and Sex Education (June 2019)
- OFSTED Guidance.
- Green Paper: Mental Health and Wellbeing.
- British Values: Democracy, Mutual Respect, Rule of Law, Individual Liberty, Tolerance of others
- National Curriculum: Science

Alongside **many other pieces** of legislation designed to keep children safe.



# 2000 Guidance: Sex Education: what is it?

From September 2021, this will become part of Health Education.

*Mis-named...and misleading*  
Sex Education is not really about sex!  
Government emphasis is on Relationships and Health Education!

'Sex Education' at primary school only includes:

1. Puberty
2. Human reproduction

and not all of this covers all year groups!



Right now, until September 2021

## Legally:

1. Schools **MUST** teach the Science curriculum which includes some 'sex education'
2. The DfE guidance 2000 requires schools publish their policy on SRE

(Sex and Relationships Education)

Plus

The DfE 2000 guidance **'recommends'** all schools have a Sex and Relationships Education Programme (p9)

*that ensures 'boys and girls know about puberty and how a baby is born'*

How schools do this is left up to them

Sex Education: What was the curriculum?



## Year 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.

## Year 2

- 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)

## Years 3 and 4

- Nothing in Science curriculum related to puberty or reproduction!



## Year 5

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
  - (Non-statutory note: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals)
- describe the changes as humans develop to old age.
  - (Non-statutory note: Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
  - Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows)



## Year 6

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents



- Is this enough to ensure children know about puberty and how babies are born?
- Is this enough information to help children keep themselves SAFE in today's world?





# How will we do this?

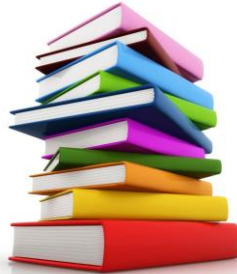
Teachers.



Public Health  
England



Working  
collaboratively  
with others.



PSHE  
Association

PSHE Education  
Programme of Study  
Key stages 1-5

Talk





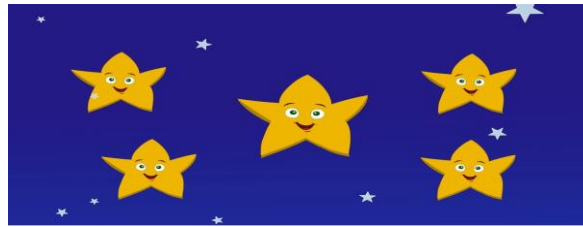
# Vocabulary: Changing Adolescent Bodies.



Fairy



Down below



Twinkle / Star



Minnie



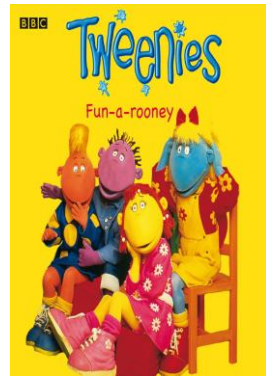
Penny



Privates.



Lady bits



Tweeny

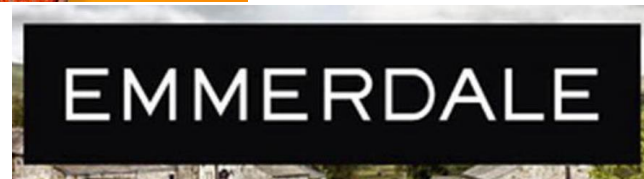
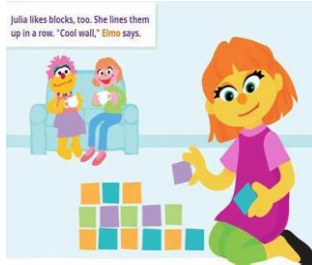
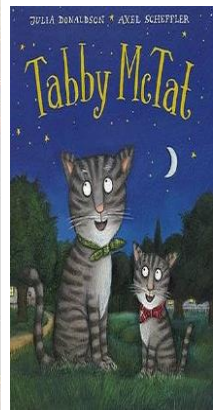
- Keep children safe.
- Building confidence.
- Embarrassment and misunderstanding.

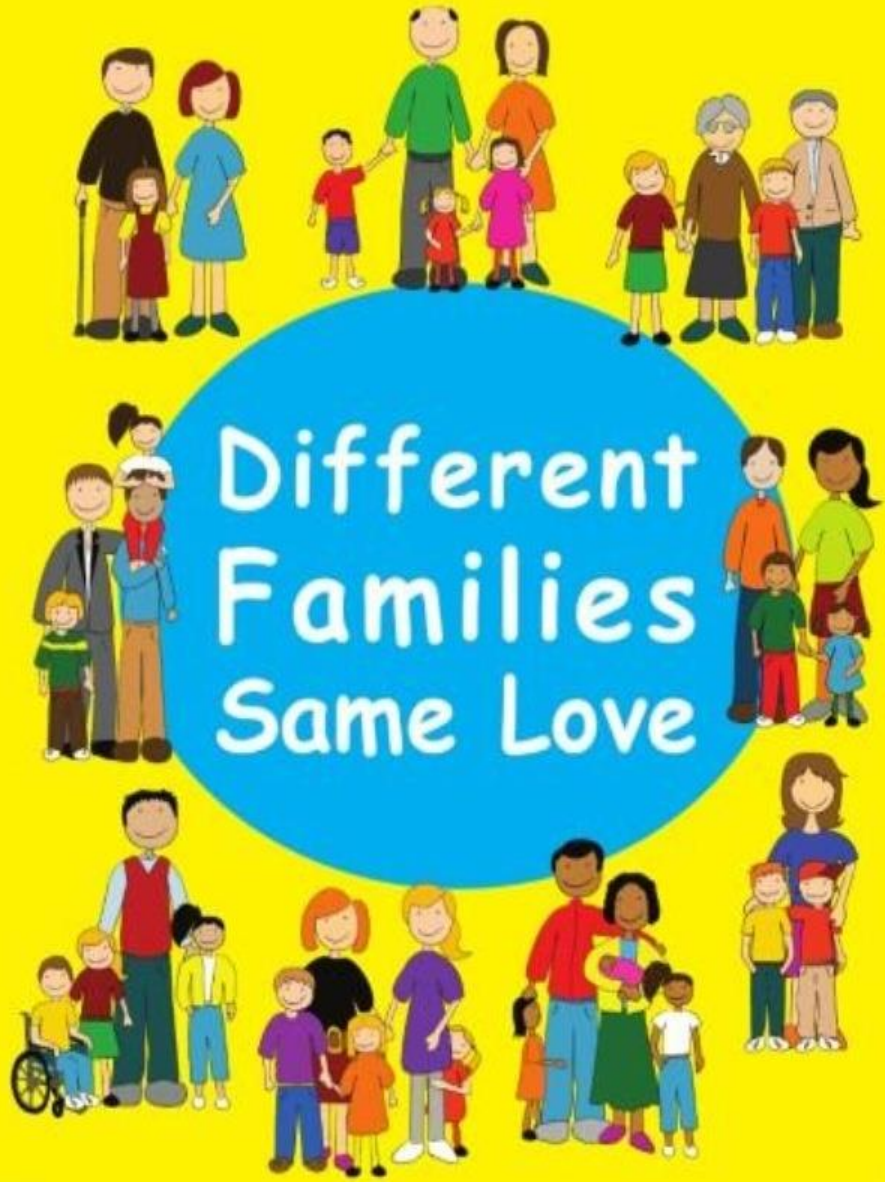


Theme	Description of topics	Themes addressed.
All About Me	Helping pupils to celebrate difference and manage emotions in a safe and healthy way	Self-awareness, understanding feelings, self-esteem and self-regulation
Friendships	Supporting pupils to think about the importance of friendships and social relationships in relation to their own wellbeing	Considering other people's emotions and perspectives; working together, social problem-solving
Resilience and coping	Helping pupils to develop resilience, looking after themselves and cope with change	Conflict management, positive coping strategies, reframing failure, facing adversity, self/regulation and self control, responsible decision-making, self-management
Belonging	Building a sense of belonging through the development of secure relationships.	Celebrating differences, attachment, respecting others, culture, belonging and caring support
Being the Best Me I Can Be	Encouraging pupils to be effective learners using their personal strengths.	Effective learning; setting, planning and reaching goals, creativity, encouraging mastery goals, high expectations
My Wider World	Helping pupils to understand their place in the community and promoting connectedness.	Being a member of a community, celebrating communities differences and similarities and cultural awareness.



# In the media already (Equality Act 2010) ...





Different Families Same Love

- mum + dad = 
- auntie + uncle = 
- foster mum + foster dad = 
- mum + mum = 
- dad + dad's boyfriend = 
- mum + mum's girlfriend = 
- mum =  dad = 
- dad + dad = 
- dad + stepmum = 
- mum + mum's boyfriend = 
- grandma + grandpa = 
- + ----- = 

families = 

WHAT  
DO  
YOU NEED



Family survey coming shortly to help identify topics where parents want or need more assistance with.



# Talking to your child about Relationship and Health Education...



**AVOID**

**One big chat...**



**FACTS**

**School website**



**THINK POSITIVE, & POSITIVE THINGS WILL HAPPEN**



- 0 to 3 years
- 4 to 10 years
- 11 to 19 years

