



RSE Parent Consultation

December 2020



The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught 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

DfE guidance July 2020:

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 starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.



Working with parents and carers and the wider community

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the headteacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.



What is Relationships Education?

- ▶ Relationships education in primary schools teach the characteristics of positive relationships, in particular friendships, family relationships and relationships with other peers and adults.
- ▶ At Hopwood we believe that children should learn about relationships as well as emotional, social and physical aspects of growing up and sexual health in an age-appropriate way.
- ▶ Although it is relationships education, we also include elements of Health Education as well as non-statutory sex education. Therefore we will refer to it as RSE; Relationships and Sex Education.
- ▶ Our framework for a whole-school approach to improving children's wellbeing and progress is based on five values: safety, caring, achievement, resilience and friendship.
- ▶ Delivered as part of PSHE, our RSE helps children to meet safeguarding and emotional wellbeing requirements.

How do we teach RSE?

At Hopwood we use Coram Life Education SCARF resource to teach Relationships Education, Relationships and Sex Education, and Health Education.

SCARF is a flexible resource. Mapped to the DfE statutory RSHE requirements.

Coram Life Education is the leading provider of relationships, health, wellbeing, and drugs education to almost half a million children across the UK, delivered under the strapline 'Helping Children Make Healthy Choices'.



Reception

Content

- Seasons and change
 - Life stages in plants, animals and humans
 - Where do babies come from?
 - Getting bigger
 - Me and my body
 - Looking after my special people
 - Looking after friends
- Learning Outcomes
 - Role play how you can help your special people at home
 - Read a book together about getting bigger
 - Using the pairs cards, match up the baby animal with its adult equivalent
 - Invite a midwife in to talk about her job
 - Draw pictures of a friend. At the bottom of the picture write how they look after that friend or how their friend looks after them.



Year One

Content

Extending learning from Reception.
New content includes:

- Our special people
- Caring behaviour
- Respecting others
- Safe touch
- Unsafe secrets
- Friendship
- Communication
- Bullying
- Boundaries
- Privacy including naming the genitals
- Feelings

Learning Outcomes

- Recognise and name some of the qualities that make a person special to them
- Identify simple qualities of friendship
- Identify things they could do as a baby, a toddler and can do now
- Explain the difference between appropriate and inappropriate touch
- Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep
- Identify parts of the body that are private



Year Two

Content

Extending learning in Year 1. New content to include:

- How my behaviour (positive or negative) affects others
- Becoming more independent
- Keeping themselves and others safe
- Growing from young to old and how people's needs change

Learning Outcomes

- Role play how you can help your special people at home
- Read a book together about getting bigger
- Using the pairs cards, match up the baby animal with its adult equivalent
- Invite a midwife in to talk about her job
- Draw pictures of a friend. At the bottom of the picture write how they look after that friend or how their friend looks after them.



Year Three

Content

Extending learning in year 2. New content to include:

- Change including bereavement
- Images in the media
- Protecting personal information online
- Different types of relationships
- Healthy and unhealthy relationships (friendships),
- Discrimination and its consequences
- Making informed choices
- Resisting pressure

Learning Outcomes

- Explain some of the feelings someone might have when they lose something important to them
- Recognise and describe appropriate behaviour online as well as offline
- Identify when it is appropriate or inappropriate to allow someone into their body space
- Recognise who they have positive healthy relationships with
- Recognise that repeated name calling is a form of bullying



Year Four

Content

Extending learning in year 3. New content to include:

- Conflicting emotions
- Good and not so good feelings
- Marriage and other relationships
- Consequences of our actions
- Recognise and challenge stereotypes
- Pressures to behave in an unacceptable, unhealthy or risky way

Learning Outcomes

- Suggest reasons why young people sometimes fall out with their parents
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony
- Define what is meant by 'being responsible'
- Understand and identify stereotypes, including those promoted in the media
- Understand that we can be influenced both positively and negatively



Year Five

Content

Extending learning in Year 4. New content to include:

- Menstruation
- Body changes in puberty
- Changing feelings and the effect on those we live with
- Unhealthy relationships
- Risky behaviour
- Using social media safely
- Types of bullying including homophobic
- Keeping personal information safe online

Learning Outcomes

- Understand that for girls, periods are a part of puberty
- Understand and explain why puberty happens
- Recognise some of the feelings associated with feeling excluded or 'left out'
- Identify what things make a relationship unhealthy
- Explore and share views about decision making when faced with a risky situation
- Recognise that people aren't always who they say they are online
- Recognise that some people can get bullied because of the way they express their gender
- Know how to protect personal information online



Year Six

Content

Extending learning in Year 5. New content to include:

- Body changes and feelings during puberty
- Body image
- Sharing images online
- Forced marriage
- Conception, reproduction and birth
(please note these areas are covered in the science curriculum)
- HIV

Learning Outcomes

- Identify some products that they may need during puberty and why
- Recognise that photos can be changed to match society's view of perfect
- Explore the risks of sharing photos and films of themselves with other people directly or online
- Describe ways in which people show their commitment to each other
- Know a variety of ways in which the sperm can fertilise the egg to create a baby
- Explain how HIV affects the body's immune system