

# Relationships, Sex and Health Education in Primary Schools

## Introduction

The Department of Education has made Relationships education (part of RSHE) statutory to teach in all primary schools from September 2020.

The Guidance is designed to equip children with knowledge to make informed decisions about their well-being, health and relationships as well as giving them skills and knowledge to navigate the modern world safely, which has changed so much since we were children.

Primary schools that choose to teach aspects of sex education (which go beyond the national curriculum for science) must allow parents a right to withdraw their children, with new rights for children to 'opt-in' as they approach age 16. **At Glynwood we focus on Relationships and Health education (RHE).**

## The new guidance:

- Has ensured schools will provide curriculum time where all children 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 an education that covers mental health and well-being, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

## Teaching at Glynwood

In Early Years, RHE is covered through the 'Birth to 5' curriculum, under the Personal Social Emotional Development section. Here children work towards being able to do the following;

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (Self-Regulation).
- Manage their own basic hygiene and personal needs, including dressing and going to the toilet. (Managing self).
- Explain the reasons for rules and know right from wrong (Managing self).
- Work and play together co-operatively and take turns with others. (Building Relationships).
- Can show sensitivity to their own and to others' needs. (Building Relationships).

In years 1 to 6, we have weekly timetabled lessons that follow the Folen's scheme to ensure full coverage of the PSHE/C curriculum. In addition to this, in Years 2,4 and 6, we also follow the KidSafe programme that focuses specifically on safeguarding and children's mental health, giving pupils very simple but effective strategies to deal with any unsafe situation. For more information regarding KidSafe please visit [www.kidsafeuk.co.uk](http://www.kidsafeuk.co.uk). These lessons are

fully scripted and taught by our school's KidSafe educators – letters are sent home to parents, informing them of forthcoming lessons.

Elements of RHE on are also covered within the Science, RE and PE curriculums.

Folens Overview – There are themed units suggested for each year group. They are:

- \*Personal Development
- \*Relationships
- \*Citizenship
- \*Lifestyle (In KS1 this links in with Personal Development & Relationships)

### Year 1

<b>Autumn Term Personal Development</b>	<b>Spring Term Relationships</b>	<b>Summer Term Citizenship</b>
Discussing and writing the class charter	Thinking of others	Your responsibilities
Who are you? What do you like?	Getting well with others	Your communities
Is it fair?	The same but different	All around – How do you look after places and things?
Right and Wrong	Families and friends	Disability Awareness Project <b>(Blindness/ Deafness alternate years)</b>
What do you think?	Families and friends	Disability Awareness Project
What matters?	No Bullies	Disability Awareness Project
Feelings		Disability Awareness Project
Doing things well		

### Year 2

<b>Autumn Term Personal Development</b>	<b>Spring Term Relationships (KidSafe)</b>	<b>Summer Term Citizenship</b>
Discuss and write the class charter	KidSafe - Building trust	The school community
Your special qualities	KidSafe – Bullying. Saying 'No!'	People in the local community
Playing fair	KidSafe – Computer/Internet safety, age ratings	The local environment
Doing the right thing	KidSafe – keeping our bodies safe and children's rules to help with this.	British Values – my country
Different views	KidSafe – Parents/Carers arguing	British Values – pride and achievements
Feeling good, feeling bad	KidSafe – Mental health	British Values – respect and diversity
Learning from experience	Thinking of safety	British Values – What makes me proud to be British?
Setting targets		

		<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year6</b>
<b>Personal Development</b>	Self	Who am I?	Recognising feelings	Individual worth	Growing independence
	Development	My abilities	Causes of feelings	Setting goals Learning from mistakes	New skills
	Other people	Similarities and differences	Points of view	Expressing feelings	Respecting others
	Preparing for the future	Using abilities	New challenges	Handling emotions	Saving for the future
<b>Relationships</b>	Friends	Togetherness Being a friend	Changing friendships Keeping in touch	Different kinds of love	Keeping good friends
	Feelings	Thinking of others	When to keep secrets	Respecting others	Resolving differences
	Conflict	Arguments and bullying	Family fall-outs	Teasing and offensive behavior	Dealing with bullying
	Other People	Different customs	Judging by appearances Accepting differences	Belonging to different groups	Celebrating variety
<b>Citizenship</b>	Rules	Right and wrong Need for rules	Different viewpoints	Telling the truth	Interpreting right and wrong Why laws are needed
	Responsibilities	My responsibilities	Antisocial behavior Accepting responsibility	Consequences of actions Sharing responsibilities	Individual and common rights Antisocial behaviour
	Communities	Caring communities	Social choices	Community services Group decisions	Choices
	Environment	Looking after the environment	Making the difference	Environmental issues	Pressure groups
<b>Lifestyle</b>	Growing and Changing	How we change	Changing bodies and lifestyles A baby's development	Choosing to be clean	Preparing for change New responsibilities
	Health	Emergencies	Work and Leisure Exercise Coping with stress	Harmful substances	Mental health Drugs Reducing infection
	Safety	Keeping safe Safe choices	Personal safety	Acting responsibly	Personal safety
	Skills	Dealing with persuasion	Resisting pressure	Interpreting information	Coping with pressure

Additional to this, Year 6 we also include a unit on British Values and in Years 3 and 5 we have a unit focusing on Disability Awareness.

### **KS2 Kidsafe covers...**

KidSafe (FP2) – Feelings, Trusting intuition, Bereavement.

KidSafe (FP2)- Bullying: what prevents a child from telling if they are being bullied: concept of trust.

KidSafe (FP2) – Part 1 Identifying emotional impact and harm that may happen as a result of watching/playing violent films/games. Identifying the choices children have.

KidSafe (FP2) – Part 2 Identifying examples of cyber bullying

KidSafe (FP2) – Anger: what it is and how to deal with it.

KidSafe (FP2) – Revisit Parents/ carers arguing and the impact on children.

### **Additional KS2 KidSafe Units to be used if/when required:**

- Cyber Bullying Prevention and Safe use of the internet
- Peer Pressure
- Emotional impact on and harm children experience as a result of watching/playing inappropriate films/games
- Domestic abuse and its impact on children
- Yr5/6 Positive Mental Health and Emotional Wellbeing
- Y6 Developing a safe culture to prevent harmful sexual activity online and face-to-face

### **Year 6 British Values covers...**

- Intro & Democracy
- Toleration of those with different beliefs or faith
- The rule of law
- Mutual respect British Values – Individual Liberty

### **Disability Awareness**

Year 3 Disability Awareness projects look at Dyslexia and Dyspraxia

Year 5 Disability Awareness projects look at Cerebral Palsy and the Paralympics

### **Age appropriate materials for RHE**

Our lessons are designed to cover key skills, attitudes and values that children need to explore in order to develop healthy relationships with their peers. Children also learn how to keep themselves safe and know to ask for help if they need it.

## **'The Talk' (Sex Ed) - How you can support your child's learning at home?**

There are many things you can do to support your child's understanding and encourage them to ask questions. Here are some

- If you feel like it's time to talk to your child about growing up and discussing things they are likely to experience it's best to offer it in small chunks rather than doing it in one go. This gives children time to digest the new information and ask you further questions as they develop their understanding.
- If your child asks you questions, listen to them and try to stay calm. There are plenty of websites that you can help you find the answers to their questions in a factual, appropriate way e.g Operation Ouch, Newsround both have episodes/sections that focus on puberty and the growing body.
- Use everyday opportunities to bring up the topic. Find an event, such as a family pregnancy, an advert or something you might hear on the radio to use as a great conversation starter to talk about relationships, sex and body image. Reading books with your child is a great way of introducing topics and helping children to understand themselves, their bodies and the world around them.
- If you do have family names for genitals, ensure your child also knows their scientific names too. Nobody likes to think their child is at risk of abuse, but knowing the correct words for their genitals will help them report abuse if it did ever happen.
- By showing your child that you are comfortable with them asking you questions now, you are helping to develop a relationship with them where they can seek your advice and support in adolescent years.