



**Oxford Gardens
Primary School**

Consultation on Relationships and Health Education





The aim of the consultation:

- To explore why RSE is important
- To share the statutory requirement of RSE coming into place in 2020/2021
- To explain what the statutory changes are to RSE provision
- To share the Curriculum being delivered
- To explain how you to share feedback



What is PSHE'



PSHE stands for Personal, Social and Health Education. It is an important part of your child's national curriculum learning.

At Oxford Gardens Primary School we use the JIGSAW scheme of work to teach PSHE across all the key stages. This brilliant scheme covers a range of topics, such as bullying, healthy eating, friendships, cyberbullying etc. This is taught weekly.





Current RSE legislation and guidance

All schools must provide a curriculum which 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.' (**Education Act 2002 and Academies Act 2010**)

Under the **Children Act 2004** maintained schools also have a statutory duty to promote children and young people's well-being - RSE can contribute to this duty

Under the **Equality Act 2010** schools are expected to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

'Working together to safeguard children' 2018 and **'Keeping children safe in education'** 2019 – **RSE contributes to safeguarding through the curriculum**



New Department for Education Guidance September 2020:

The DfE have introduced **statutory guidance** on Relationships and Sex Education, Relationships Education and Health Education. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000.

The guidance will become mandatory in September 2020 - The expectations on schools are as follows:

- **Relationships Education** will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- **Relationships and Sex Education** will be compulsory in all Secondary Schools (or those pupils receiving Secondary Education) – this includes academies, free schools and independent school

Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but **not** independent schools as PSHE is already statutory in these schools.



The Bigger Picture:

Relationships, Health and Sex Education are an integral part of our Personal, Social, Health and Economic (PSHE) education curriculum throughout the school. We have a responsibility to prepare our pupils for life in 21st Century Britain including recognising and being able to form healthy relationships and having the skills to keep themselves safe. Some of the key messages on online safety are also taught through our computing curriculum.

These lessons will continue to reflect our school values and link with our statutory duties to actively promote British Values, comply with the Equality Act, keep our children safe and meet the changing needs of all children and adults in our school community. For some parents these lessons will be a continuation of a conversation that will have started at home and for others they will help to start the discussion.

Our policy and curriculum can be found online on our school website:
<https://www.oxfordgardens.rbkc.sch.uk> under Parents/Policies.



Being an inclusive school:

These lessons help to support the following:

- An acceptance that different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some people will identify as LGBTQ
- Families can include single parent families, LGBTQ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers)



Why do we teach RSE?

- To keep the children safe.
- To provide a safe environment for the children to discuss their concerns and worries.
- To equip the children with the skills needed to deal with modern concerns and issues - internet, healthy relationships.
- Some children start puberty in Primary School.
- Relationships and Health Education is now statutory in all primary schools.

Challenges faced by pupils today

In the age of easy access to information it is important that the children have access to accurate and age appropriate information.

How can RSE respond to these challenge:

- Understanding their value and the value of others
- Instilling confidence and self esteem
- Reliable correct information in a safe learning environment
- Knowing how to keep safe
- Helping with peer pressure
- Learning how to make sensible and informed decisions



Relationships and Health topic coverage:

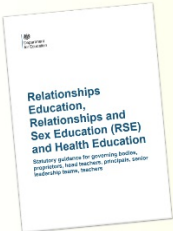
From September 2020 all primary schools will also have a **statutory obligation** to deliver Relationships Education and Health Education. Our basic PSHE curriculum will therefore include the following:

Health Education - By the end of Primary School children will be taught about:

- Mental Wellbeing
- Internet Safety and harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and prevention
- Basic First Aid
- The changing adolescent body (puberty)

Relationships Education - By the end of Primary School children will be taught about:

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



Statutory RSE in Primary Scho

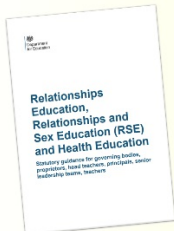
Here are the details of what has to be covered by the end of Primary School in **Relationships Education** as set out by the government.

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
	<ul style="list-style-type: none"> • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

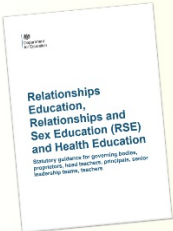


Statutory RSE in Primary Scho

Here are the details of what has to be covered by the end of Primary School in **Relationships Education**.



Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
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Statutory RSE in Primary School:

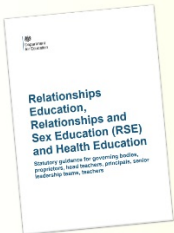
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<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
	<ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults.



Statutory RSE in Primary School:

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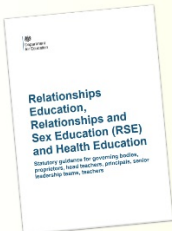


<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

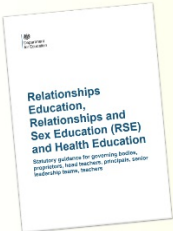


Statutory RSE in Primary School:

Here are the details of what has to be covered by the end of Primary School in **Health Education**.



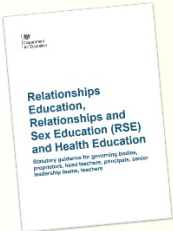
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
	<ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.



Statutory RSE in Primary School:

Here are the details of what has to be covered by the end of Primary School in **Health Education**.

Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none">• that for most people the internet is an integral part of life and has many benefits.• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.• why social media, some computer games and online gaming, for example, are age restricted.• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.• where and how to report concerns and get support with issues online.
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Statutory RSE in Primary School:

Here are the details of what has to be covered by the end of Primary School in **Health Education**.

Physical health and fitness	Pupils should know <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.



Statutory RSE in Primary School:

Here are the details of what has to be covered by the end of Primary School in **Health Education**.



Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.



RSE topic coverage:

These are the topics that will be covered according to Year group in Summer for RSE.

Year 1:

- Growing and caring for ourselves (how to keep clean, naming body parts)

Year 2:

- Differences (naming body parts for boys and girls, looking at differences in opinions within friendships)

Year 3:

- Valuing differences and keeping safe (human life-cycle, gender stereotypes)

Year 4:

- Growing up (changes in friendships, transitions as the children grow up e.g. going into upper Key Stage 2, accepting change)

Year 5:

- Puberty (menstruation, physical changes in the body from puberty, positive body image)

Year 6:

- Growing up (self-image, puberty, conception and stages of pregnancy)

All resources are age-appropriate and considered carefully before being taught.



Statutory Science Curriculum - links with RSE and Health:

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum:

Year 1 pupils should be taught to:

- 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 pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum:

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

Year 6 pupils should be taught to:

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



DfE Parents rights:

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum.

Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

We will consult with you when developing and renewing our policies on Relationships Education. These policies will be published online.



Withdrawing from RSE lessons:

- Previously parents have a right to withdraw their child from those aspects of Relationships and Sex Education that are not included in the statutory science curriculum. From September 2020 Parents have the right to withdraw their child from Sex Education (as previously described) but do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum. In our case this would be from Sex Education in Yr6 lessons on conception.
- If you would like to withdraw your Year 6 child, please speak to Miss Dahdouh. The Head teacher will consider this request and discuss it with you. The science curriculum in all maintained schools also includes content on human development, which there is no right to withdraw from.



Benefits of the RSE lessons:

- Learning alongside their classmates creates a supportive atmosphere and a shared understanding that these topics are relevant to all of us
- Can help to encourage empathy and an understanding of the wide school community which ties in with our anti-bullying policy.
- Creates a safe space to learn with ground rules as well as the usual class rules
- Lesson led by the class teacher who knows the children and understand their needs in terms of learning styles, additional support needed and finding out what their current understanding of a topic is.
- Children are naturally curious and we feel that it is better to know they are getting accurate, up to date, age appropriate information rather than finding the answer to their questions by searching online, for example.



Working with parents:

At Oxford Gardens Primary School we see our role as that of supporting parents and carers and our aim is that all of our parents and carers will have full confidence in the school's RSE programme.

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.

We are therefore consulting with parents and carers in developing and reviewing this policy. We will inform parents and carers when the more sensitive aspects of RSE are being covered and will share with parents and carers links to the resources we will be using. Education is built on trust and we will offer parents and carers the opportunity to raise any questions they may have on any aspect of this subject.

If you have any questions, please feel free to speak to or email Miss Dahdouh (PSHE lead KS2), Miss Johnson (PSHE lead KS1) or Mrs Potter (Assistant Headteacher)

Please follow the link to the survey in the email to provide us with feedback

This period of consultation will end on Monday 19th April 2021.

