



Parental Consultation

Relationships and sex education
(RSE) and health education

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Contact Information:

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(Head of PASHE/R&P)

There will be a Q&A at the end of this session, but if you have any questions that require a more in-depth answer please feel free to email me.

Defining ACRONYMS:

P = Personal

A = Aspirational

S = Social

H = Health

E = Economics (financial wellbeing.)

R = Relationships

S = Sex

E = Education

PASHE involves learning to look after physical and mental wellbeing, drugs and alcohol awareness, financial wellbeing, technological wellbeing, safety, careers, and British Values (e.g. democracy.)

In our school, tutor groups will also takes part in community projects and enterprise/charity projects during their time at Selwood.

RSE is taught within PASHE time and is our focus today.



This year, Year 6 Selwood Pupils collected 161.92 kg of food for Fair Frome's food bank!



Year 7 Recycled Product Market – following a topic exploring the environment in R&P, and finances in PSHE, Year 7 pupils set about creating their own businesses. The brief was to create a recycled product that could be purchased as a Christmas present. The project involved market research, advertising (including filmed adverts) and then forming and selling at a school market. Painted glass jar candle holders, sock toys and plastic bottle lava lamps were on sale, to name just a few!





Our Democracy Project in Year 8 - After studying British Values in PASHE, History and R&P, Year 8 pupils were each given a political party. They set about creating a manifesto which gave a list of suggestions about how to improve wellbeing across the school. We then held a Political Hustings and pupils showed their campaign videos, gave their speech and then faced a grilling by the audience! Everyone voted and Plaid Cymru won this year!





STOP NOW Arts Wellbeing Project = Selwood's wellbeing ambassadors worked with a local musician and choreographer (facilitated by LIFEbeat) to create a dance film which will show practical ways to take care of your wellbeing. Some excellent work was produced and pupils had great fun in the process.





YEAR 8 BODYPOSITIVITY PROJECT – Following an exploration of body image and surrounding issues, Year 8 pupils explored the idea that your inner world is even more important than your outer world. They create symbols and placed these on to a self-portrait. The winners had these printed on to t-shirts and they formed part of a bodypositivity catwalk at the local college. They were then printed on to canvas'. Eleven have been placed around Frome with bodypositivity quotes. The whole school have now been set the challenge of doing an art trail and finding the first letter of every quote. Frome Wholefood Shop love the images so much, they would like to bring all the artwork together in August and create a display in their shop window to celebrate the work!





RSE:

In **September 2020** it was announced, RSE would become compulsory in England. From **September 2021**, schools have taught an RSE curriculum that meets the Department's statutory guidance.

Key Headings:

By the End of KS2 (reception – Yr 6) pupils will covering the following topics:

Families and people who care for me

Caring Friendships

Respectful Friendships

Different types of Relationships

Online Relationships

Being Safe

Schools can also choose to teach sex education at an appropriate level but we must consult parents, and pupils can be withdrawn.

At Selwood **Year 5 girls** will receive useful information about menstruation. The Year 5 topics linked to RSE will be discussed today.

Year 6 pupils will take part in a topic called “What Changes will Happen as I Grow?” This will be covered in more detail today as well.

Key Headings:

By the End of KS3 (Yr 7 – Yr 11) pupils will covering the following topics:

Families **Respectful relationship, including friendships**

Online and Media **Being Safe**

Intimate and Sexual Relationships including sexual health **The Law**

Again, parental Consultations are required, and pupils can be withdrawn.

Year 5:

Autumn 1 – How do I get on well with others? (friendship, bullying discrimination)

Autumn 2 – Why do I come to school? (Finance/Careers links)

Spring 1 – What does it mean to belong to a family? (Including -Diff types of relationships)

Spring 2 – How do I improve my wellbeing?

Summer 1 – What does Prejudice and Discrimination mean? (The Anne Frank Story.)

Summer 2 – How do I stay safe? (including online.)

Spring 2 – What does it mean to belong to a family? (Including -Diff types of relationships)

Pupils should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences.
- 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
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- Basic laws surrounding marriage, relationships/age of consent.



Spring 2 – What does it mean to belong to a family? (Including -Diff types of relationships)

Because the pupils learn that not all families “look the same” pupils will explore at a basic level:

- That there are different types of relationships and people may be may be attracted to the same sex, opposite sex or both.
- They will learn the terms heterosexual, bi-sexual and gay.
- They will learn the term sexuality means, “who you are sexually attracted to which can lead to a relationship and/or marriage.”
- They will learn that some people believe, “biological sex and gender mean the same thing.”
- They will learn that other people may believe that gender is when “someone feels like a male or female.”

This will allow them to understand, in an educational context, what the term “non-binary” can mean for some.



Summer 2 – How do I stay safe?

Pupils learn:

- 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 (including online.)
- where to get advice, for example family, school or other sources.

Pupils will also take part in online safety workshops in Year 5.

Year 6:

- **Autumn 1 – The Harvest Festival**
- **Autumn 2 - What choices could be bad for my wellbeing? (substances)**
- **Spring 1 – How do I look after my mental wellbeing? (Enterprise Project)**
- **Spring 2 – What choices could be good for my physical wellbeing?**
- **Spring 2 – What changes will happen as I grow?**
- **Summer 2 – How do I look after my online wellbeing?**

Spring 2 – What changes will happen as I grow?

Pupils will learn:

- About the physical and emotional changes that happen when approaching and during puberty.
- Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams.
- About how the process of puberty relates to human reproduction.
- About the processes of reproduction and birth, how babies are conceived and born (and that there are ways to prevent a baby being made.)
Contraception will only be covered briefly at this stage. This will be covered in more detail in year 8.
- What does the term consent mean. (This will be covered in other topics as well relating to friendship etc and developed in KS3.)
- Where to seek help and advice relating to this topic.

Summer 2 – How do I look after my online wellbeing?

Pupils will learn:

- 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.
- 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.

Year 7:

- Autumn 1 – How do I look after my money? (financial wellbeing.)
- Autumn 2 – Enterprise Project (Recycled products for Christmas.)
- Spring 1 – What decisions can affect my mental and physical wellbeing? (Substances)
- Spring 2 – What will help me deal with my emotions?
- Summer 1 – How do I keep myself safe and well?
- Summer 2 – What are my dreams and ambitions? (Careers with online awareness focus.)

Spring 1 – What will help me deal with my emotions?

Pupils will learn:

- To re-cap what they learnt about physical and emotional changes during puberty in Year 6.
- To re-cap knowledge about different types of relationships/sexuality.
- To explore in more depth ways puberty can affect emotions.
- To know some of the challenges that may be faced by young people and have considered ways to deal with these challenges.
- To know what free support is out there for me e.g. Childline/Mental Health Apps.
- To know what the term “Mental Health” means, and I know ways to stay mentally healthy (e.g. STOP NOW.)

Summer 1 – How do I keep myself safe?

Summer 2 – What are my dreams and ambitions?

Pupils will learn:

- Basic safety will be covered e.g. First Aid etc.
- Explore indicators of healthy and non-healthy relationships.
- Learn that intimate relationships should be pleasurable.
- Learn that consent is freely given and how to seek help if boundaries are violated.
- How to seek, give, not give and withdraw consent (in all contexts, including online)
- The impact of sharing sexual images of others without consent (this will be covered in more detail in Year 8 as well.)
- Where to seek emotional help if required (including any issues relating to gender identity or sexuality.)
- The benefits and positive use of social media.
- The impact of your online presence.

Year 8:

**Autumn 1: What are my dreams and ambitions?
(Careers)**

Autumn 2 – The Bodypositivity Project

**Spring 1 – What are the signs of a healthy
relationship?**

Spring 2 – How do I look after my sexual health?

**Summer 1 – What is the media and how can it affect
us?**

Summer 2 – What is Democracy? (Political Project)

Spring 1 – What are the signs of a healthy relationship?

Pupils will:

- Build- on knowledge of healthy and non-healthy relationships.
- Build-on knowledge of personal identity and types of relationships (sex, gender, sexuality.)
- Build-on knowledge of the laws surrounding relationships, marriage etc.
- Develop knowledge of consent.
- Build-on knowledge of healthy and unhealthy uses of technology including the law e.g. sharing images/videos.
- Develop knowledge of online safety and ways to reduce risk from strangers online and when and where to seek help if needed.
- Be presented with the positives of a stable, long-term relationships.

Spring 2 – How do I look after my sexual health?

Pupils will learn:

- Strategies to manage the physical and mental changes during puberty.
- The purpose, importance and different forms of contraception; how and where to access contraception and advice.
- That certain infections can be spread through sexual activity (STIs)
- How the use of alcohol and drugs can lead to unsafe sexual behaviour.
- Laws surrounding the age of consent.
- The possible consequences, both physical and emotional, of deciding to have sex.
- Be presented with the positives of a stable, long-term relationships.

How to withdraw your child from Sex education lessons:

Please send an email to Jenni Howell on:

Jennifer.Howell@selwood-academy.co.uk



Thank you for taking the time
to attend.