

Relationships and Sex Education Information guide

Relationship and Sex Education (RSE) became compulsory for schools to teach from September 2020; Relationship Education is compulsory for all students in Key-Stages 1-4 and Sex Education is compulsory for all students in Key-Stages 3 & 4.

Below is an outline of the relationship objectives that need to be covered as stated in the DFE guidance. It is split into 5 mains areas: Families and people who are for me, Caring friendships, Respectful relationships, On-line relationship and being safe.

Relationships overview for KS2 from DFE guidance

Families and people who care for me

• 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

• 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 marriage 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

Caring Friendships for KS2 from DFE guidance

• 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

Respectful Relationships for KS2 from DFE guidance

• 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

• 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

 On-line relationship for KS2 from DFE guidance

• 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

Being Safe for KS2 from DFE guidance

• 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, for example family, school or other sources

All the information about the RSE curriculum can be found on the DFE (Department for Education) Website using the link below

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

We would like to also teach some objectives from the other area of the RSE curriculum. We would like to deliver these so that the students have an awareness about themselves as they start to grow; so that they are informed about their development and the changes that will take place. After undertaking some research through the PSHE association and Sex Education Forum we are proposing the following additions to our curriculum. These are not compulsory for students in KS2 and parents will have the right to withdraw their children from these lessons.

Years 3 & 4

My Body

\_How have I changed since I was baby?

\_Why do I change as I get older?

\_Why do some children grow quicker than others?

\_Why do boys and girls grow differently?

\_Why are we all different and is it okay to be different?

\_What is similar and different about boys and girls?

-How can I keep myself healthy (general hygiene)?

Life Cycles

\_Why do we have babies?

\_Why do you need a male and a female to have a baby?

\_Do different animals have babies?

\_How do animals look after babies before birth?

\_What happens when people get older?

Year 5 and 6

My body

-What is puberty, does everyone go through it and at what age?

-What changes do boys and girls go through?

-Is my body normal and what is a normal body?

-How will my body change as I get older?

-Why is personal Hygiene important?

Life cycles

-What is sex?

-What is sperm and what is an egg?

-How does fertilization happen?

-How do babies develop?

-How is a baby born?

-What do babies need to be happy and healthy?

Why do we want to teach these additional objectives?

According to the NHS website – puberty ‘typically’ starts between the ages of 8 and 14. It also say that ‘typically’ a girl starts get period between the ages of 10 and 16; around two years after her breasts start developing. If children are not taught the facts by respected adults, if their questions go unanswered then they become anxious and worried and they start to look at other avenues for information such as the internet. We can deliver the information in an age-appropriate way, that is factual and sensitive to their needs.

We have already captured the views of the students and this is a summary of what they say;

Why are you taught PSHE and RSE?

To handle friendship issues, to know were all different in our own way, how to be safe, to stop us worrying, conquer our fears and to be happy.

What would you like to learn about?

Emotions and what they are, relationships we have with different people, personal safety, hygiene, how to make friends, how and why our body changes, significant people in our community and the world.

We would like your views to help us build a curriculum that is right for our students. Below are three questions which we hope you will answer so that we can gain your views and thoughts as parents and carers about the new RSE curriculum.

Thank you for your time and we look forward to your responses.

Questions on the survey:

Which elements do you like about the new RSE curriculum and why?

Are there any areas that you have concerns about and why?

Are there any areas you would like to see included that are not mentioned?