



COURTWOOD PRIMARY SCHOOL

Nurturing Knowledge;  
Learning for Life.



# Personal Social Health Economics (PSHE) and Relationships, Sex and Health Education (RSHE)

Courtwood Primary School  
Parent Information



# Objectives

We want to:

- Explain the changes to requirements for statutory RSHE being introduced from September 2020.
- Explain why PSHE and RSHE are important parts of the curriculum.
- Explain how we have updated our PSHE curriculum to cover the new statutory elements of RSHE.
- Get your views on our RSHE curriculum.

# What are the reasons for teaching RSHE?

- RSHE can help prevent prejudice and racism through its emphasis on equality and respect
- It promotes healthy gender relationships
- Nearly half of the children in Croydon are overweight or obese
- Croydon has a higher rate of teenage pregnancy than other parts of the country
- 3,500 London children had to have hospital treatment for tooth decay in 2017-18
- RSHE foregrounds the importance of consent (taught at secondary school)
- 70% of young people say they wanted to know more at their first sexual experience, and wanted to get this information from school
- 12.8% of children in England have a mental health disorder (2017) and 5% have two or more

# What's New?

- We **must** provide the following to all pupils:
  - Relationships education
  - Health education
- The DfE have made it clear that **schools should not just 'teach to the guidance'**, but see it as the basic requirement which forms part of broader PSHE education.
- **The statutory guidance outlines what schools must cover - though not everything that schools should cover** - in PSHE from 2020. The Department for Education (DfE) says: *'All elements of PSHE are important and the government continues to recommend PSHE be taught in schools'*.



# What about Sex Education?

- These new statutory requirements do not extend to **sex education** at KS1 and KS2 (primary school - beyond the biological/reproductive aspects which schools are already required to cover in science)
- However, the Department for Education '*continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils*'
- Parents will continue to have the right to withdraw their child from sex education but **not** from statutory Relationships Education or Health Education.



# The Curriculum



## Courtwood Primary School: PSHE and RSHE Curriculum Overview

		Autumn: Relationships			Spring: Living in the Wider World			Summer: Health and Wellbeing		
		Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online	
	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies	
	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places	
	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life	
	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM	
	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	

# National Curriculum Science KS1 - children learn:

- that animals including humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans
- that humans and animals can produce offspring and these grow into adults
- to recognise similarities and differences between themselves and others and treat others with sensitivity

**These topics are statutory – there is no right to withdraw**

## National Curriculum Science - KS2 children learn:

- that the life processes common to humans and other animals include nutrition, growth and reproduction
- about the main stages of the human life cycle

*Children should learn about puberty before they experience it themselves*



**These topics are statutory – there is no right to withdraw**

# Children in Years 5 and 6 will learn to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

**These topics are statutory – there is no right to withdraw**

## New subjects from September 2020

- Relationships education (primary schools)
- Relationships and sex education (secondary schools)
- Health education (all schools)
- There will be no right to withdraw from Relationships Education or Health Education
- The science curriculum remains compulsory

# Primary pupils will learn:

By the end of primary school, pupils will know:

<p>Families and people who care for me</p>	<ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
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<p>Caring friendships</p>	<ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• 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.</li><li>• 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.</li></ul>
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## Respectful relationships

- 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.

## Being safe

- 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.

<p>Online relationships</p>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
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<p>Health and prevention</p>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of <u>sufficient</u> good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
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<p>Mental wellbeing</p>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>
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<p>Internet safety and harms</p>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
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<p>Changing adolescent body</p>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
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<p>Physical health and fitness</p>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<p>Healthy eating</p>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<p>Drugs, alcohol and tobacco</p>	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>

<p>Basic first aid</p>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic <u>first-aid</u>, for example dealing with common injuries, including head injuries.</li> </ul>
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# The Legal Background



**These are all pieces of legislation or guidance that support the delivery of RSHE:**

**Ofsted** now inspect schools on pupils' personal development which includes topics relevant to RSHE, such as physical and mental health, resilience, and an appreciation of diversity.

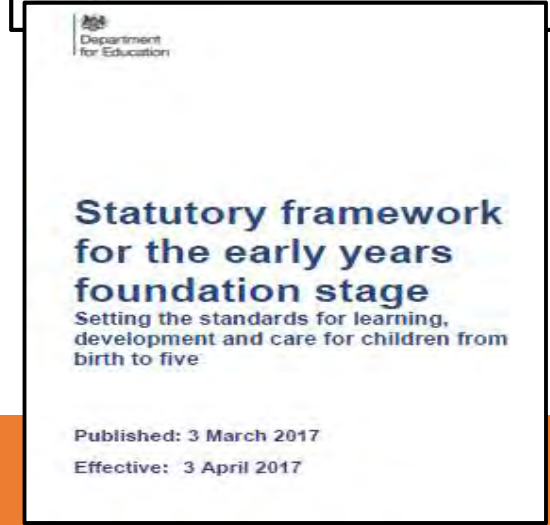
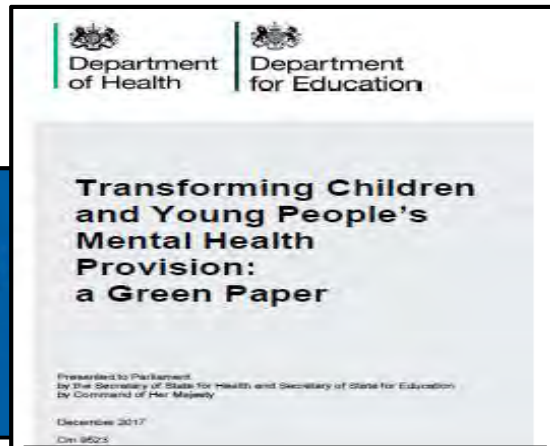
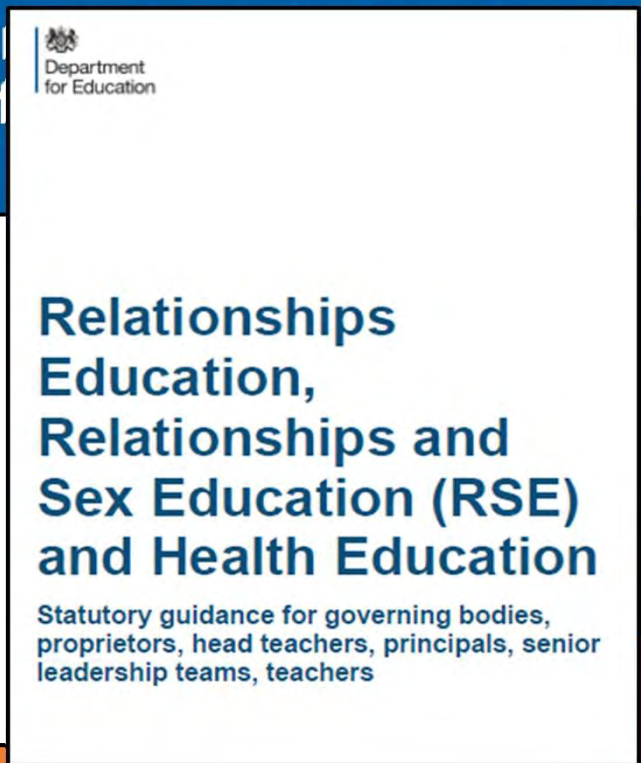
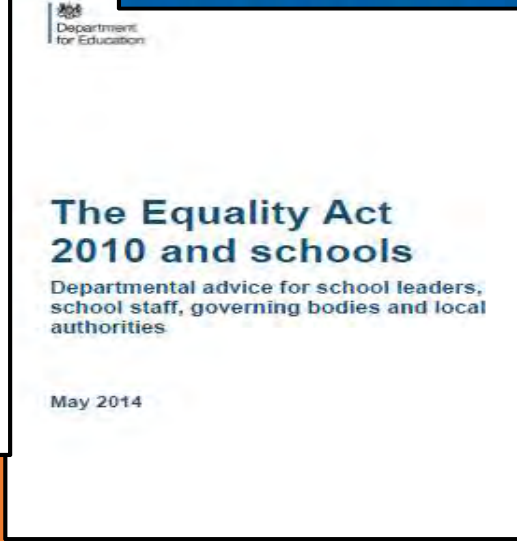
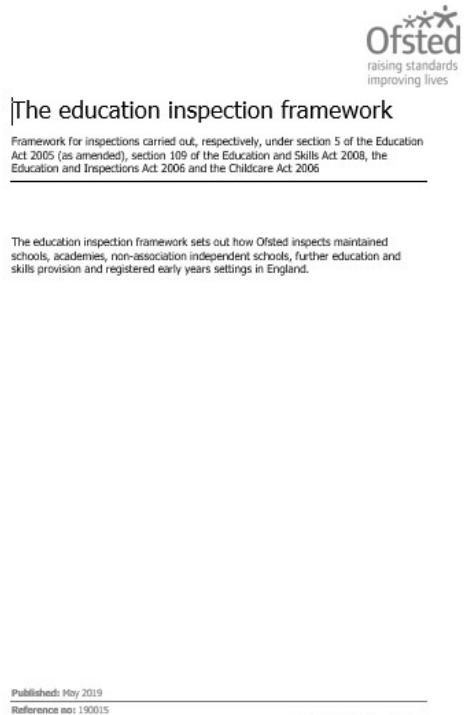
**The Equality Act** requires schools to ensure that all pupils are able to access the curriculum and that they are not subjected to discrimination or prejudice.

**The National Curriculum** for science covers teaching on reproduction and pregnancy.

**The Framework for Early Years** sets out how children's early education should include teaching on things like sharing, friendships, and understanding their feelings.

**The framework for mental health in schools** sets out the way in which schools will be supported to help pupils stay mentally well, and this whole school approach

includes teaching within RSHE



**Zoe Barkham**

# New Ofsted framework



- Inspectors will check on how schools deliver their duties under the Equalities Act
- Schools will be given a specific judgement on how well they teach:

*British Values*

*Respect for other people's differences*

*An understanding and appreciation of diversity*

# Promoting British Values (statutory)

British Values is a strand of the curriculum which can be used to deliver some of the key elements of the new RSHE programme, particularly those topics of respect, tolerance and diversity.



Content includes:

- Understanding that freedom to hold other faiths and beliefs is protected in law
- An acceptance that different faiths and beliefs should be tolerated and not the cause for prejudicial or discriminatory behaviour
- Tolerance and harmony between different cultural traditions
- Encouraging respect for other people

# Can I still withdraw my child?

## Current Guidelines

Under the current SRE guidance, until September 2020, parents can choose to withdraw their child (up to the age of 18) from any or all aspects of Sex and Relationships Education that are not included within the statutory National Curriculum.

This means that parents are not permitted to withdraw their child from elements of sex education (for example reproductive and biological aspects) that are within the science curriculum.

Schools must make alternative arrangements for pupils whose parents choose to withdraw them from SRE lessons.

## Starting September 2020

Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.

Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.

After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'

Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'



# For more information:



Promotional material

**Relationships, sex and health  
education: guides for parents**

***Search 'RSE FAQ' on GOV.UK***

***Search 'RSE Parent Guide' on GOV.UK***

You can complete our google form survey to share your views by following this link:

<https://forms.gle/mW4Ba8w1ESCGK5wg7>