

# Relationships (and Health) Education (Primary)

Initial consultation with parents

Wednesday 27<sup>th</sup> November 2019

- Background to the changes and new legislation
- The statutory requirements
- Links with science
- Resources
- Questions / thoughts (which haven't already been discussed)

# Background

- From September 2020, relationships MUST be taught by all primary schools.
- Programme should be tailored to the age and maturity of the pupils.
- Currently covered under both PSHE curriculum (non-statutory) and science curriculum (statutory).
- Sex education, other than what is covered in the national curriculum, is not compulsory.
- Parents can withdraw children from any sex education beyond what is included in the NC.
- Right to withdraw does not apply to relationships education more widely and will not apply to any aspect of the new relationships education from September 2020.

# Relationships (and Health) Education from September 2020

- Focus on teaching fundamental building blocks and characteristics of positive relationships: friendships, family relationships, relationships with other children and adults.
- Teaching of aspects of sex education will continue to be based upon the judgement of individual schools.
- Key link with e-safety and 'on-line relationships'.
- Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances.
- Care needs to be taken to ensure there is no stigmatisation or children based on home circumstances.
- Relationships Education creates an opportunity to enable pupils to be taught about positive emotional mental wellbeing.
- Through Relationships Education (and subsequently RSE), schools should teach pupils the knowledge they need to recognise and report abuse.

# Statutory Requirements

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

So by the end of Key Stage 2 (Primary School) ***pupils should know:***

# 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

- 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

- 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

# Online relationships

- 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

- 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

# Sex education (primary)

- Relationships education **is** compulsory in all primary schools.
- Sex education **is not** compulsory in primary schools.
- Content set out in the guidance covers everything that primary schools should teach about relationships and health, including puberty.
- National curriculum for science also includes subject content in related areas.
- It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils.

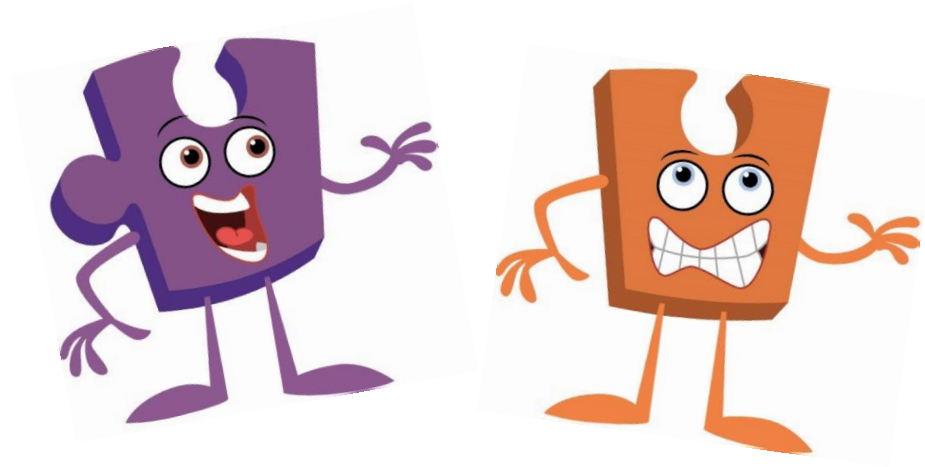
# Science curriculum

Pupils should be taught to:

- identify that humans... have skeletons and muscles for support, protection and movement
- 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 (including puberty)
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- recognise that living things produce offspring of the same kind.

# Jigsaw Resources

- Considerable investment in new resources for teachers to use.
- Highbury Infants have invested in same scheme to ensure continuity and will launch it at the same time.



Any questions?