

Relationships and Sex Education





Delivering high quality PSHE and SRE ensures that we fulfil our duty to:

- Promote wellbeing;
- Promote spiritual, moral, cultural, mental & physical development of pupils;
- Prepare pupils for the opportunities, responsibilities and experiences of later life

Why is this all so important?

PSHE
Association

- PSHE education has [proven impact](#) on life chances and academic success when delivered well, but has suffered from reduced curriculum time and patchy provision.
- This strengthening of PSHE education's status can have a major impact on the quality of PSHE in all schools for all pupils.
- These developments mean that all pupils can benefit from an education that keeps them safe, healthy and prepared for the realities of modern life.

"The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success."

Department for Education [review](#) of PSHE education impact and effective practice

[An extensive 2017 literature review](#) by leading economists found 'Very strong evidence' that PSHE (personal, social, health and economic) learning has a positive impact on health, well being and academic attainment.

Statutory from 2020, but we implemented the new guidance early from 2019. - EARLY ADOPTER SCHOOL -

*The Department for Education (DfE) has published **statutory guidance** about how Relationships Education, Relationships and Sex Education (RSE) and Health Education should be implemented in all schools across England by 2020 (DfE, 2019a).*

The guidance replaces the Sex and Relationship Education guidance (2000). This guidance will be reviewed three years from first required teaching (September 2020) and every three years after that point.

What are schools required to teach?

1. Relationships Education (all primary aged pupils)
2. Relationships and Sex Education (RSE) (all secondary aged pupils)
3. Health Education (all pupils in state-funded schools only)

Sex education at primary school is not compulsory but schools should teach it if they see it as appropriate.

All pupils should receive teaching on lesbian, gay, bisexual and transgender (LGBT) relationships. Secondary schools should include LGBT teaching as part of their curriculum, and primary schools are strongly encouraged, when teaching about different types of families, to include families with same sex parents.

► Primary Curriculum - an Overview

The focus in primary school is on building positive relationships, including friendships, family relationships and relationships with other children and adults.

Establishing personal space and boundaries, showing respect, recognising and understanding the differences between appropriate and inappropriate/unsafe contact - physical or otherwise; these are the forerunners of teaching about consent, which takes place at secondary school.

Teachers should talk to pupils about the features of a healthy relationship, which is more likely to lead them to happiness and security; this should include online safety. Relationships education also creates an opportunity to teach pupils about positive emotional and mental wellbeing, including how friendships can support good mental health.

► At the end of primary school, children should know about the following:

Families and people who care for them

- including characteristics of a healthy family life, commitment, marriage, different types of relationships/ families and relationships that make them feel unsafe

Caring friendships

- including characteristics of friendships, how to repair friendships, managing conflict and who to trust

Respectful relationships

- the importance of respecting the similarities and differences of others, courtesy and manners, self-respect, bullying and cyber-bullying, stereotypes and how they can be negative and destructive

Online relationships

- applying the same principles to relationships online and offline, people pretending to be someone they are not, keeping safe online and data sharing

Being safe

- appropriate boundaries, privacy, how to recognise and report feeling unsafe or uncomfortable

Puberty

Changing adolescent body is in Health Education

Substantive content generally suitable to upper KS2

Note that girls may (occasionally) experience first period as early as year 4, though generally these topics may be most suitable for years 5 and 6

Girls and boys should **both** know what happens to both girls and boys at puberty

However, girls may sometimes have a strong preference for the practical aspects of menstruation to be explained and discussed without boys present. Consider cohort.

At the end of secondary school, children should know about the following:

Families

- different types of stable, committed relationships, marriage and its legal status, roles and responsibilities of parenting

Respectful relationships, including friendships

- characteristics of positive relationships, how stereotypes can cause damage, respect and tolerance, different types of bullying, what constitutes sexual harassment and sexual violence

Online and media

- expectations of behaviour online, online risk, appropriate material to share, how to report/manage issues online, the impact of viewing harmful content, material which is a criminal offence, how data is collected and shared

Being safe

- concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation (FGM)

Intimate sexual relationships and sexual health

- facts about reproductive health, the choice to delay sex or enjoy intimacy without sex, contraception, pregnancy and miscarriage, sexually transmitted infections, the impact of alcohol and drugs and where to get further advice and treatment

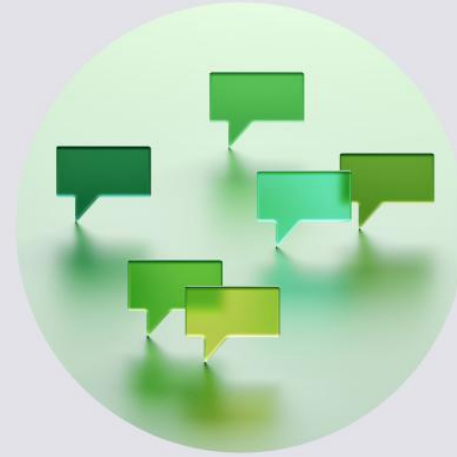
▶ Secondary Curriculum - an Overview

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

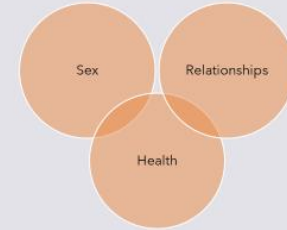
It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner.

It should also cover contraception, developing intimate relationships, resisting pressure to have sex and, conversely, not applying pressure. It should teach what is acceptable and unacceptable behaviour in relationships. Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy.

The Right to Withdraw



Discussion:
Venn Diagram



The statutory requirements do not extend to sex education at KS 1 and 2 (beyond the biological/reproductive aspects 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'*

Where schools provide sex education at key stages 1 and 2, parents will have the right to withdraw their child from sex education but not from statutory Relationships Education or Health Education

What does this all look like for us?

Year 5

- Lesson 1 - Relationships and Families
- Lesson 2 - Your Body is Your Own
- Lesson 3 - Taking Care of Changing Bodies
- Lesson 4 - Sleeping Well
- Lesson 5 - Dental Health
- Lesson 6 - Body Image
- Lesson 7 - Menstruation Intro

Year 6

- Lesson 1 - Emotional Changes
- Lesson 2 - Body Changes
- Lesson 3 - Just the Way You Are
- Lesson 4 - Relationships
- Lesson 5 - Child on Child Abuse, Peer Pressure
- Lesson 6 - Let's Talk About Sex

Year 7

- Lesson 1 - Ground Rules and Intro
- Lesson 2 - Consent and Boundaries
- Lesson 3 - Changes during Puberty
- Lesson 4 - Looking after Yourself (Menstr...
- Lesson 5 - Relationships
- Lesson 6 - Sexuality
- Lesson 7 - Sexual Harassment and Sexting
- Lesson 8 - Child on Child Abuse

Year 8

- Lesson 1 - Intro and Ground Rules
- Lesson 2 - Toxic Masculinity and Pressure
- Lesson 3 - Sexual Orientation, Relationships
- Lesson 4 - Contraception
- Lesson 5 - Sexual Harassment, Consent and
- Lesson 6 - Child on Child Abuse
- Lesson 7 - Why Sex