

Bowes Primary School



# Relationships and Sex Education

**Relationships  
Education,  
Relationships and  
Sex Education (RSE)  
and Health Education**

Statutory guidance for governing bodies,  
proprietors, head teachers, principals, senior  
leadership teams, teachers

# What is PSHE?

PSHE (**Personal, Social and Health Education**) helps pupils to develop the knowledge, skills and attributes they need to manage life's challenges and make the most of life's opportunities.

## PSHCE

Personal Social Health **Citizenship** Education

# Why is it so important?

## **Health**

PSHE education forms a bridge between education and public health.

*Chief Medical Officer*

## **Safety**

When pupils receive lessons on relationships and sex, disclosures about abuse and exploitation increase significantly.

*International Cochrane study, 2015*

## **Academic attainment**

A virtuous cycle can be achieved, whereby pupils with better health and well-being achieve better academically

*PSHE Education: A Review of Impact and Effective Practice, DfE, 2015*

## **Flourishing**

A curriculum for life?

*UK Youth Parliament*

# The reality.

“Over the next ten years I may...”

Question  
my  
appearance

Be  
pressured  
into  
something

Want to  
start a  
relationship

Be  
discriminated  
against

Experience  
stress and  
anxiety

Use social  
media for  
the first  
time

Fall in love

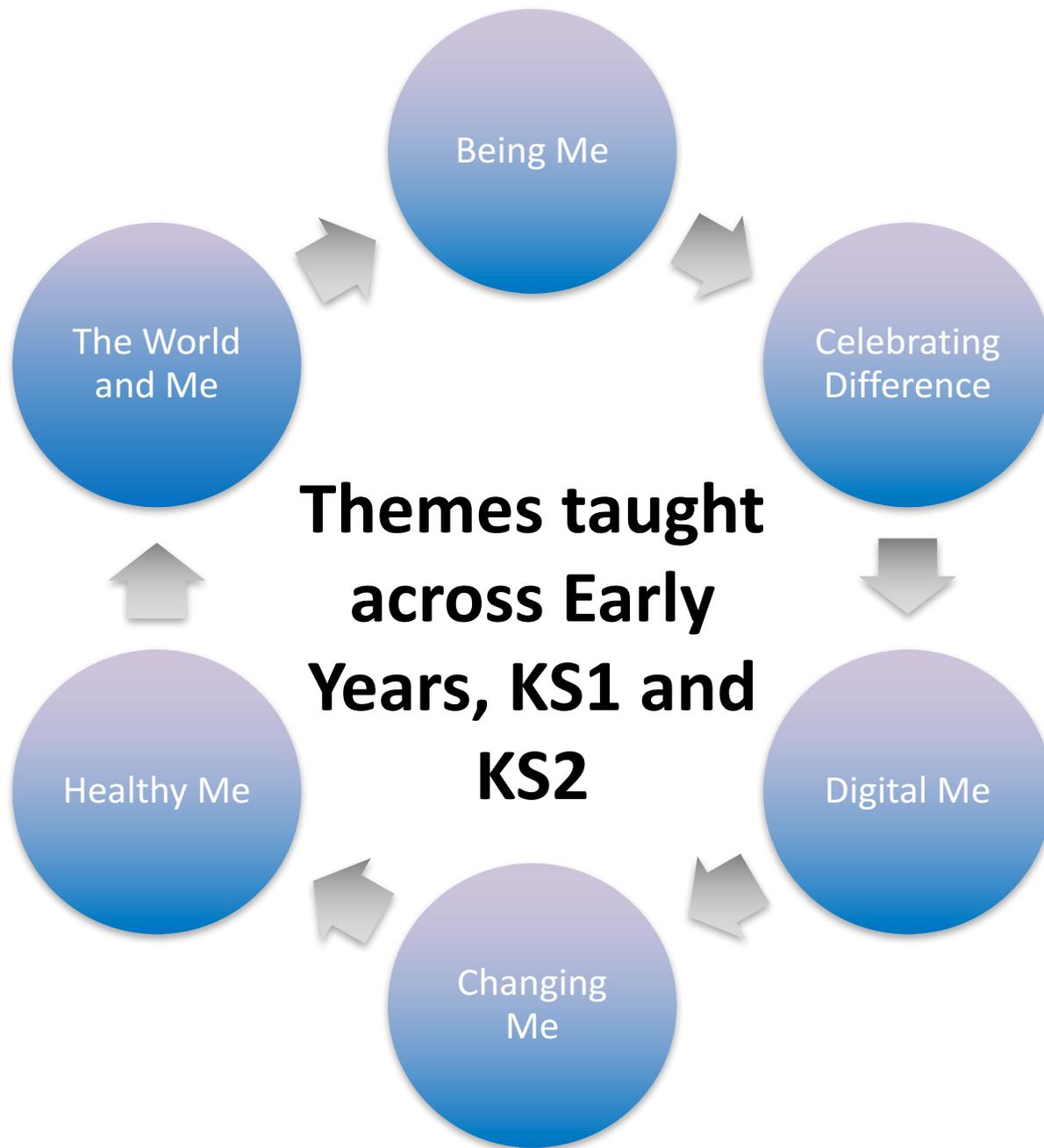
Witness  
hurtful  
behaviour

Experience  
grief

Experience  
the start of  
puberty

Take drugs  
or alcohol

Make my own  
decisions  
about certain  
things



# Themes taught across Early Years, KS1 and KS2

	Autumn 1 Being Me	Autumn 2 Celebrating Difference	Spring 1 Digital Me	Spring 2 Changing Me	Summer 1 Healthy Me	Summer 2 The World and Me
EYFS	How can I manage my feelings?	How are we different?	Why do we have to be careful?	When do my feelings change?	What is being healthy?	What is my place in the world?
Year 1	What makes 'me' me?	What makes us special?	How can I keep safe?	Why do my feelings change?	Who helps us?	What is my place in the world?
Year 2	How can I be a good friend?	What is the same and different about us?	How can I keep safe in different places?	Are boys and girls the same?	How can I stay healthy?	What is my place in the world?
Year 3	How can I resolve problems?	What is diversity?	What is an online relationship?	What is personal space?	How do I keep my mind and body healthy?	What is my place in the world?
Year 4	How do I manage conflict?	What are stereotypes?	How do I communicate safely online?	How does my body change?	Why do I need to keep my mind and body healthy?	What is my place in the world?
Year 5	What makes a respectful relationship?	What does discrimination mean?	What is a digital footprint?	Why does my body change?	What choices help my health?	What is my place in the world?
Year 6	What makes a happy and healthy relationship?	What are human rights?	Can I trust everything that I see online?	Why am I changing?	How do I manage my health?	What is my place in the world?

# PSHCE at Bowes: Our Intention

Our curriculum has been carefully planned and includes sex education to prepare our **pupils for life in modern Britain**, ensuring they **understand the diverse world they are growing up in today**. We intend to promote the fundamental British values of democracy, rule of law, individual liberty, tolerance and mutual respect of those with different faiths and beliefs. Our aim is to **promote tolerance and understanding to instil the importance of kindness, treating everyone equally and respecting difference**. Care and safety are paramount for positive relationships. Through this, the pupils will explore the complexity of relationships they will have both now and throughout their lives.

The 2019 statutory Health Education, Relationships Education and RSE guidance also states that:

***Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. This would be very difficult to achieve without dedicated, discrete PSHE lessons.***

- The relationships and health aspects of the PSHE education will be **compulsory** in all schools from September 2020.
- Relationships Education is compulsory meaning you do not have the right to withdraw your child from lessons.
- As a school we have decided to continue to teach Sex Education. *There is no change here.*
- Your child can be withdrawn from these lessons except from Science lessons which teach about human development including reproduction.

# Spring 1 – Digital Me

## Spring 1 Digital Me

How do we keep safe?

### Relationships Education:

#### Online relationships:

- The rules and principles for keeping safe online.

#### Being safe:

- It is not always right to keep secrets if they relate to being safe.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.

### Health Education:

#### Internet safety and harms

- Where and how to report concerns and get support with issues online.

#### Basic first aid:

- Know how to make a clear and efficient call to emergency services if necessary.

Year

## Spring 1 Digital Me

What is an online relationship?

### Relationships Education:

#### 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.
- How to critically consider their online relationships including the awareness of risks associated with people they have never met.
- How information and data is shared and used online.

### Health Education:

#### Internet safety and harms:

- 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.

Year 3

# Spring 1 – Digital Me

## Spring 1 Digital Me

Can I trust everything that I see online?

## Year 6

### Relationships Education:

Being safe:

- How to respond safely and appropriately to adults they encounter online whom they do not know.

Online relationships:

- 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.
- That people sometimes behave differently online, including by pretending to be someone they are not.

### Health Education:

Internet safety and harms:

- How to be a discerning consumer of information online, including understanding that information, including that from search engines is ranked, selected and targeted.
- 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.

# Sex Education – Changing Me (Spring 2)

These lessons will be taught in **Spring 2**.

We will continue to hold parent information meetings which offer parents the opportunity to see what their child will be learning. The terminology and resources will also be shared during these meetings.

We advise parents to come to these meetings **BEFORE** deciding to withdraw their child from these lessons in order to make an informed decision.

We also encourage parents to talk to their child at the appropriate age about puberty, especially periods for girls.

**Letters to withdrawn from Sex Education should be addressed to the Headteacher – Paul Barraclough**

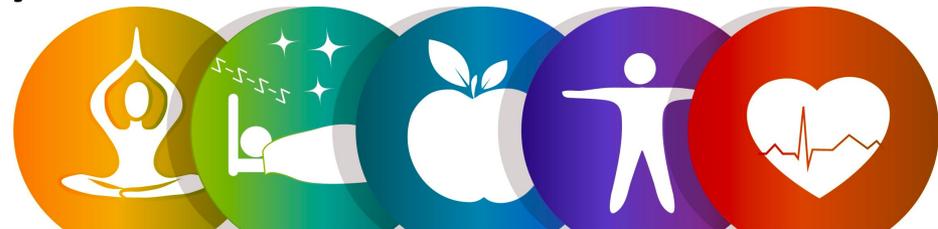
# Sex Education – Changing Me (Spring 2)

## Other themes:

- Recognising different emotions
- Respecting others
- Drugs, alcohol and other illegal substances
- Personal hygiene
- Friendship boundaries/appropriate and inappropriate behaviour

# Health Education (Summer 1)

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body



# Health Education (Summer 1)

Gives pupils a strong knowledge base about health to enable them to make good decisions for their own health now and in the future.

Knowledge of **healthy eating**: what the physical impacts (e.g. on weight, organ function etc.) of a poor diet is; nutritional values of different foods; how to plan for balanced and healthy meals.

**Physical health and fitness**: the physical impact of exercise of different types on the body (organs, weight, muscle mass etc.); how much exercise of different types needs to be undertaken to see these benefits in people of different ages; a daily routine which includes actually doing a suitable amount of physical exercise.

# Health Education (Summer 1)

## Puberty (Year 5)

Some girls may experience first period as early as Year 4.

Girls and boys will be taught about what happens to both girls and boys at puberty. However these lessons will be taught separately to allow the children to ask questions in a caring and comfortable environment.

# The World and Me (Summer 2)

## Mental Wellbeing

*Where is my place in the world?*

The benefits of community participation, voluntary and service based activity on mental wellbeing and happiness.

# Relationships Education

(Autumn 1)

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



# Relationships Education

(Autumn 1)

## *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.”*

# Celebrating Differences (Autumn 2)

## Autumn 2 Celebrating Differences

### What makes us special?

#### Relationships Education:

Families and people who care for me:

- Other families, even in school or the wider world, sometimes look different from their family but they should respect those differences and know they are characterised by love and care.

Respectful relationships:

- The importance of respecting others, even when they are very different from them.

#### Health Education:

Mental wellbeing:

- Simple self-care techniques and the importance of hobbies.

Year  
1

# Celebrating Differences (Autumn 2)

## Autumn 2 Celebrating Differences

What is diversity?

### Relationships Education:

Families and people who care for me.

- Families, either in school or the wider world, sometimes look different from their family but they should respect those differences and know that other children's families are also characterised by love and care.

### Respectful relationships:

- The importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs.
- Different types of bullying including cyber bullying.

### Health Education:

Mental wellbeing:

- That bullying, including cyber bullying, has a negative and often lasting impact on mental wellbeing.

# Year 3

# Celebrating Differences (Autumn 2)

Autumn 2

## Celebrating Differences

What are human rights?

# Year 6

### Relationships Education

#### Respectful relationships:

- The importance of respecting others even when they are very different to them or make different choices or have different preferences or beliefs.
- 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 position to authority.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

#### Caring friendships:

- Resorting to violence is never right.

#### Being safe:

- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

#### Families and people who care for me:

- That other families either in school or the wider world sometimes look different to their family but they should respect those differences and know that other children's families are characterised by love and care.
- That marriage represents a formal and legal recognised commitment of two people to each other, which is intended to be life long.

### Health Education:

#### Mental wellbeing:

- That bullying (including cyber-bullying) has a negative and often lasting impact on mental wellbeing.

# Celebrating Differences (Autumn 2)

## LGBT content

We will be teaching this in its broader context, for example through the teaching of British Values – Mutual respect and tolerance for everyone regardless of their beliefs.

*Some examples include:*

- Different family types which could include single parents, foster parents, grandparents and same-sex parents. This may feature in story books from KS1 or early KS2.
- Discussions in KS2 about the impact of bullying or importance of respecting others could include examples of children in LGBT families.
- In KS2 pupils could be taught the basics of what marriage is, and be told that under British law people of the same sex may also marry and choose to live as a family. (Year 5/6).
- In KS2 pupils will be taught about stereotypes (LGBT stereotypes will be discussed in Y6) along with the damaging impact of thinking about or treating people as stereotypes.
- In KS2 pupils learn about online safety. This includes how to behave online and how to report bad behaviour – this may include online harassment of people for actual or perceived sexuality or gender identity.

# What does Ofsted say?

Inspectors will also evaluate the extent to which the school prepares pupils for life in modern Britain by:

- equipping them to be responsible, respectful, active citizens who contribute positively to society
- developing their understanding of fundamental British values
- developing their understanding and appreciation of diversity
- celebrating what we have in common and promoting respect for the different protected characteristics as defined in law
- how curriculum areas such as personal, social, health and economic education, and relationship and sex education contribute to pupils' personal development

# Questions