

Key stages 1 & 2

*Welcome to the new aspect of PSHE:
Relationships and
Sex Education*

*St John's C of E school
January 2021*



What are the new KS1 & 2 statutory requirements?



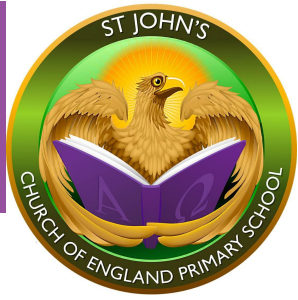
The **Health Education** and **Relationships Education** aspects of PSHE (personal, social, health and economic) education is now compulsory in all primary schools- all primary schools are expected to be putting this into place by May 2021.

Relationships Education and Health Education statutory guidance will be taught as part of the wider, PSHE curriculum.



Key stages 1 & 2

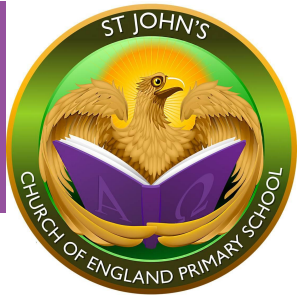
What does the new statutory guidance cover?



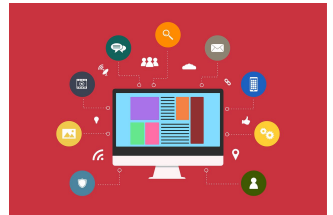
- The Department for Education published **statutory guidance for Health Education, Relationships Education and RSE** in June 2019.

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Why the change in Statutory Guidance?



Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.



It should ensure that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

What about RSHE?



What is RSHE?

- RSHE stands for 'Relationships, Sex and Health Education'.



What is the 'Relationships' aspect about?

- Parents and carers are the prime educators for children on many of these matters. The new RSE guidance outlines how schools can help complement and reinforce this role to help put in place the key building blocks of healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.

What is the Relationships aspect important?

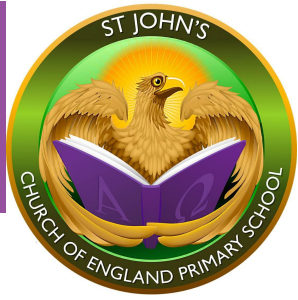


It is widely agreed that all children must be able to identify abusive behaviour and be able to seek help if they are experiencing or notice abuse.

The new guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'.

The new curriculum promotes equal, safe and enjoyable relationships and is to be taught in a way which fosters both gender, and LGBTQ equality, which is line with the Equality Act 2010.

Relationships Education: Learning to have healthy life giving relationships with others



- ❖ To teach fundamental building blocks of characteristics of positive relationships (friendships, family and relationships with other children/adults)
 - To know what a relationship is, what friendship is, what family means and who can support them
 - To establish awareness of personal space and boundaries
 - To show respect and understanding of the difference between appropriate and inappropriate contact
 - To understand features of healthy relationships in a range of contexts so children understand the features which will lead to happiness and security
 - To understand online safety and appropriate relationships within this context
 - To know that families of many forms other than two birth parents provide a nurturing environment for children. These families can include single parent families, step and extended families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers among other structures
 - To ensure there is no stigmatisation of children based on their home circumstances and needs
 - To know that the ability to form positive relationships also contributes to certain character traits such as being able to achieve, perseverance and resilience
 - To nurture self-respect and personal attributes including honesty, integrity, courage, kindness, generosity and a sense of justice
 - To help children gain access to information and support if required

What about the Sex education?



- The new statutory requirements of the new RSE do not actually extend beyond the 'relationships' part to **sex education** at KS1/2 of PSHE.
- Along with the Science curriculum, the RSE curriculum aims to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.
- In **Science**, schools are expected to teach the biological/reproductive aspects of Sex Education (Y5/6). Discussion of sex within relationships education, therefore, provides opportunities to set this learning in the context of meaningful relationships, personal values, health and safety.
- Parents will have the right to withdraw their child from *Sex Education* as part of PSHE but not from statutory *Relationships Education* or *Science*.



Why teach Sex Education at all?



The new curriculum suggests that schools should decide on the content of their sex education programme, and ensure that it is 'tailored to the age and the physical and emotional maturity of the pupils'.

Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born'.



So why teach Sex Education at St John's?



‘Loving your neighbour’, ‘Respecting each other’ and ‘Valuing Diversity’ sit at the heart of St John’s C of E Primary School and reflect our Christian ethos of valuing every child as a unique child of God.

‘We undertake to follow the principles in the Church of England *Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)*.



Do parents want schools to teach RSE?



The following research, conducted by several sources, suggests that the majority of parents do want schools to teach RSE, and that it is very important to their child's education.

- 78% of parents want primary schools to teach their children about the difference between safe and unwanted touch and how to speak up if someone treats them inappropriately, 11% did not want primary schools to teach this and 11% 'did not know' (Independent poll of 1000 parents, Sex Education Forum, 2014).
- 72% of parents think primary schools should teach children about what to do if they find pictures showing private parts of the body online or are asked to send them. (Independent poll of 1000 parents, Sex Education Forum, 2014).
- 92% of parents support the teaching of PSHE education (which includes lessons about staying safe from abuse) in all schools (YouGov poll, PSHE Association, 2016)

Morals and Values Framework



At St John's C of E Primary School, we want young people to flourish and to gain every opportunity to live fulfilled lives. Relationships and Sex Education (RSE) is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.

As such, in C of E Schools, Relationships, Sex and Health Education lessons will help pupils explore the foundational ethic of "Love your neighbour as yourself" (Mark 12.31). Children will have considered how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.



Sex Education: Learning about what might make healthy life-giving intimate relationships



The National Curriculum for Science includes content about human body parts, growth, puberty and reproduction. **Parents do not have the right to withdraw from this aspect of the curriculum.**

At St John's C of E Primary School, we have decided that it is important to include age appropriate sex education as part of our PSHE programme to protect and prepare the children in our community. Parents do have the right to excuse their children from this aspect of sex education and can do so by applying in writing to Mrs Langeveld. We will invite you to talk through your concerns, review the materials we will use and explain our rationale:

- To ensure that both boys and girls are prepared for puberty
- To build upon the science/health curriculum so they understand how a baby is conceived and born
- To understand what might make healthy, life-giving intimate relationships
- To build upon Mark 12:31 'Love your neighbour as yourself' which encourages children to treat themselves and others with dignity and respect.

Health Education: Learning to be in a healthy relationship with myself and how to look after myself: puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle



Teaching about the changing adolescent body and puberty is not part of the sex education curriculum. It is part of the compulsory health curriculum.

- ❖ To ensure children understand the characteristics of good physical health and mental well-being
- ❖ To know that mental well-being is a normal part of daily life, in the same way as physical health
- ❖ To equip children to make good decisions about health and well-being (including sleep, nutrition, exercise)
- ❖ To help children articulate how they are feeling and develop the language to talk about their bodies, health and emotions
- ❖ To know how to seek support as early as possible from appropriate sources
- ❖ To understand that good physical health contributes to good mental well-being, and vice versa
- ❖ To promote children's self-control and ability to self-regulate, and strategies for doing so
- ❖ To reduce stigma attached to health issues, in particular those to do with mental well-being
- ❖ To ensure children understand the changes that will occur in puberty (including menstruation)
- ❖ To understand the benefits of rationing time online

How it will be delivered and access to RSE is ensured:



The PSHE Lead is the designated teacher with responsibility for relationship and sex education.

All staff teaching this sensitive and important subject have received training and it is taught by the classroom teacher. It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age appropriate questions.

There may, however, be occasions when outside visitors are invited to teach (such as the School Nurse).

It is delivered through the Jigsaw PSHE curriculum, Science, RE as well as through our whole school approach to Protective Behaviours and pastoral care.

The National Curriculum for Science and the aspects of Relationships and Sex Education for each year group can be made available upon request.

[Science and RSE \(Jigsaw\) overview .pdf](#)

<i>Puzzle 1: Being me in my world</i>	<i>Puzzle 2: Celebrating Difference</i>	<i>Puzzle 3: Dreams and Goals</i>	<i>Puzzle 4: Healthy Me Health Ed</i>	<i>Puzzle 5: Relationships R'ships Ed</i>	<i>Puzzle 6: Changing Me Sex Ed</i>
<p>To develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <ul style="list-style-type: none"> · About managing change, including transition and loss · To celebrate self and reflect on positives. <p>Jigsaw Curriculum Overview</p>	<ul style="list-style-type: none"> · To respect equality and diversity in relationships. · About respect for self and others and the importance of responsible behaviours and actions · About rights and responsibilities as members of families, other groups and ultimately as citizens · About different groups and communities · To respect equality and to be a productive member of a diverse community 	<ul style="list-style-type: none"> · To plan steps to an achievable goal. · About understanding that some dreams may not come true. · To cope with failure · To build resilience 	<ul style="list-style-type: none"> · What is meant by a healthy lifestyle? · To maintain physical, mental and emotional health and wellbeing · To manage risks to physical and emotional health and wellbeing · Ways of keeping physically and emotionally safe · To make informed choices about health and wellbeing and to recognise sources of help with this · To respond in an emergency · To identify different influences on health and wellbeing 	<ul style="list-style-type: none"> · To recognise and manage emotions within a range of relationships · To recognise risky or negative relationships including all forms of bullying and abuse · To respond to risky or negative relationships and ask for help 	<ul style="list-style-type: none"> · To enable children to understand and respect their bodies • To help children develop positive and healthy relationships appropriate to their age and development • To support children to have positive self-esteem and body image • To empower them to be safe and safeguarded.



How it will be delivered and the legal bits:



All schools and academies are required to act within the requirements of the law, including the Equality Act of 2010 .

The Church of England welcomes, supports and expects the teaching of Relationships and Health Education in all Church of England primary schools.

It is up to each primary school to decide whether they wish to choose to teach some aspects of Sex Education but the Church encourages schools (following consultation with parents) to offer age- appropriate provision. In all schools where Sex Education is taught, parents will have the right to withdraw their children from that part of the curriculum 'other than as part of the science curriculum'.

How it will be delivered and the legal bits:



All schools should approach RSE in a faith-sensitive and inclusive way. Such an approach should seek to understand and appreciate differences within and across the teachings of the faith and other communities the school serves.

It should afford dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school.

It should recognise that there is no hierarchy of protected characteristics in the Equality Act and that sometimes different protected characteristics can be in tension as they cannot necessarily be equally protected at all times.



There have been challenges from a vocal minority of parents to schools' commitment to equality and diversity, including LGBT+ inclusion.

In accordance with the Equality Act 2010 we seek to: a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the act, b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it, c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Our RSE Policy seeks to eliminate discrimination and foster good relations by teaching pupils about a wide spectrum of people and their lives; including people who share protected characteristics:

ethnicity, sex, religion, age, culture, disability, sexuality, language, special needs, disadvantage and/or legal status.

Equality Act 2010/ SEND



The National Association of Head Teachers (NAHT) has produced [a useful policy update on schools' commitments under the Equality Act.](#)

It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required. Pupils with SEND will have had the content made accessible to them by differentiated questions and resources as well as targeted support in or out of class should this be required.

Parents:



Parents/Carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the Headteacher and/or PSHE Lead who will explore any concerns and discuss any impact that withdrawal may have on the child.

Once a child has been withdrawn they cannot take part in the Sex Education programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school programme

As outlined in the DfE document, parents cannot withdraw their child from any of the Relationships or Health aspect of the RSE curriculum.



Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE topics and concerns arising from pupils' questions are answered according to the age and maturity of the pupil(s) involved.

Questions do not have to be answered directly, and can be addressed individually later. Provision may be made to meet the individual child's needs.



[RSHE FAQs for parents and carers in Hertfordshire Primary schools April 20.pdf](#)

www.jigsawpshe.com (FAQs for parents)

The RSE policy is available on the school website:

<https://watfordstjohns.org/about/policies/>

[Relationships Education, Relationships and Sex Education and Health Education guidance](#) (DfE guidance)

Does the new Ofsted framework put greater emphasis on PSHE?



- **Yes, there is more scope for PSHE education to be a focus of inspections under the new framework (including through 'deep dives')** in providing evidence for key judgements, particularly 'personal development'. The new Ofsted inspection handbook also refers specifically to the inclusion of the new statutory content in the curriculum, and that *'if a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement'*.
- Chief Inspector Amanda Spielman said that *"In the new inspection model, we are particularly interested in how schools contribute to the personal development of children. This area is now a judgement in its own right. **This makes more space in inspection for discussing things like the PSHE lessons** in which wider life issues can be explored.*
- PSHE education also makes a unique contribution to safeguarding, and will support schools to fulfil their statutory duty to teach pupils to keep themselves safe. See the statutory 'Keeping children safe in education guidance' for schools and colleges on safeguarding children.
- **Read our blog post 'What does the new Ofsted framework mean for PSHE education?'**