



# Sun Hill Junior School

## Relationships and Sex Education.

# The facts

## Current legislation



The Department for Education has announced changes to Relationships and Sex Education. All schools will be required to comply with the updated requirements.

The statutory guidance can be found here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The new guidance focuses on healthy relationships and keeping children safe in the world we live in. It also covers physical and mental health, wellbeing and safeguarding.

# Why now?



Children and Social Work Act 2017 stated:

duty on all primary schools to provide relationships education

It has been 20 years since the last review of the curriculum - the world (and how we interact with each other) has changed so very much.

The Department for Education (DfE) has made 'Relationships Education' statutory in all primary schools from September 2020 (but extended to Summer 2021 due to Covid 19)

Previous recommendations for teaching Personal, Social, Health Education, are now part of the National Curriculum.

Under the updated guidance, teachers will talk to primary school pupils in an age appropriate way about the features of healthy friendships, family relationships and other relationships they are likely to encounter. At secondary school, teachers will build on the foundations of relationships education in primary and, at the appropriate time, extend teaching to include intimate relationships as well.

At both primary and secondary school, pupils will learn about staying safe online – complimenting the existing computing curriculum – and how to use technology safely, responsibly and respectfully. Lesson will also cover how to keep personal information private, and help young people navigate the virtual world, challenge harmful content and balance online and offline worlds.

As well as teaching about the benefits of healthy eating and keeping fit, the new compulsory curriculum health education will include content on the prevention of health problems. It will help support the development of qualities such as confidence, resilience, self-respect and self-control. Good quality education on wider school and economic issues will continue to be taught in schools across the country through PSHE or others subjects, for example, teaching about financial issues through maths and citizenship.

**Taken from DfE Guidance ‘Relationship & Health Education in Schools’**



# Where and how did you learn about sex and relationships?

For young people, their learning comes from...

Mobile phones



TV



Internet



School



Friends & Older Siblings



Parents & Carers



# Why is Relationships and Sex Education important?



- Entitlement
- Puberty is starting earlier- for some children by age 9
- Sexually transmitted infections
- Safeguarding
  - ❖ Grooming
  - ❖ Child Sexual Exploitation
  - ❖ Abuse
  - ❖ Sexting
  - ❖ Online pornography

- **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.

# What does effective Relationships and Sex Education look like at Sun Hill?



- Age appropriate
- Based on needs of our pupils
- Progressive
- Inclusive – considers cultural and religious backgrounds.
- Delivered by confident and knowledgeable staff in a safe, welcoming environment.
- Provides children with a ‘toolkit’ of strategies to stay both physically and emotionally healthy.
- Prepares children adequately for puberty in a timely way.
- Prepares children for adult life
- Promotes positive, healthy relationships

# Where are we now?

## Science Curriculum



As part of the Science curriculum we teach the following statutory objectives that build understanding about growth and reproduction:

### **Year Five and Year Six**

Describe the life process of reproduction in some plants and animals. They should learn about the changes experienced in puberty

# Where are we now?

## PSHE Curriculum



At Sun Hill, we currently use the PSHE Association's thematic approach to primary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World). This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year. We adapt this to reflect the context of the school and local community.

# Where are we now?

## PSHE Curriculum



		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	R									
	F									
S										
O										
N										
B										
Year 2	R									
	F									
S										
O										
N										
B										
Year 3	R	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
	F	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
Year 4	S	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
	O	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
Year 5	N									
	B									
R										
F										
S										
O										
Year 6	R									
	F									
S										
O										
N										
B										

# Your rights as a parent



- To be informed of the RSE curriculum and policy
- To be consulted about changes to these
- To withdraw your child from Sex education lessons (that are outside of/ additional to the Science National Curriculum)

# Recommendations for changes for schools



- Introduce children to the correct scientific terms to describe body parts in Key Stage 1
- Challenge the use of 'gay' as an insult and include work around the makeup of different families
- Explore/ challenge gender roles/ stereotypes
- Begin to explore puberty changes by the age of 8/9
- Deliver RSE in a progressive way across the school
- Ensure that children in Year 5 and 6 receive RSE input around puberty so that they are prepared as soon as possible for the onset of puberty

# Summary



- Parents have the right to withdraw children from Sex Education lessons at Primary School that go **beyond** the content in the Science National Curriculum.
- Topics covered related and linked to the Science Curriculum are statutory and not optional to teach. This is as follows:
  - In Upper Key Stage 2 (Year 5/6), children are taught about the life cycles of humans and animals, including reproduction. They also learn about the change that happens in humans from birth to old age. This includes learning about what happens in puberty.
- Schools have the right and obligation to teach RSE topic to prepare children for life when they leave school.
- The curriculum on Relationships and Sex Education should complement, and be supported by, the school's wider policies on Behaviour, bullying and safeguarding (PSHE; E-Safety, Relationships etc).

# What's next?



Please complete our survey: [Here](#)

We are particularly interested in your views about when to tackle different concepts and any areas you might like further support with at home.

We are aware that there will be differences of opinion, but we will take your views into account when we finalise our policy and curriculum plan.

We will share this with you later in the summer term.