



PSHE  
and  
Relationships and Sex  
Education (RSE)  
Upperby Primary School

# Objectives

We want to:

- Explain the changes to requirements for RSE coming in from September 2020
- Get your views on our RSE curriculum
- Explain how we have updated our PSHE curriculum to cover the new statutory elements of RSE

# What's New?

- We **must** provide the following to all pupils:
  - Relationships education
  - Health education
- The DfE have made it clear that schools should **not** just 'teach to the guidance', but see it as the basic requirement which forms part of broader PSHE education.
- The statutory guidance outlines what schools **must** cover – though not everything that schools **should** cover – in PSHE from 2020. The Department for Education (DfE) says: *'All elements of PSHE are important and the government continues to recommend PSHE be taught in schools'*.

## **DfE Statutory Guidance Categories: Relationships Education (Primary)**

**By the end of primary school pupils should know:**

<b>Families and people who care for me (FPC)</b>	<ol style="list-style-type: none"><li>1. that families are important for children growing up because they can give love, security and stability.</li><li>2. 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.</li><li>3. 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.</li><li>4. 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.</li><li>5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ol>
<b>Caring friendships (CF)</b>	<ol style="list-style-type: none"><li>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>4. 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.</li><li>5. 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.</li></ol>

	advice from others, if needed.
<b>Respectful relationships (RR)</b>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>3. the conventions of courtesy and manners.</li> <li>4. the importance of self-respect and how this links to their own happiness.</li> <li>5. 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.</li> <li>6. 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.</li> <li>7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>8. the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ol>
<b>Online relationships (OR)</b>	<ol style="list-style-type: none"> <li>1. that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>2. 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.</li> <li>3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>5. how information and data is shared and used online.</li> </ol>
<b>Being safe (BS)</b>	<ol style="list-style-type: none"> <li>1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>2. 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.</li> <li>3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>5. how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>6. how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>8. where to get advice e.g. family, school and/or other sources.</li> </ol>

## DfE Statutory Guidance Categories: Physical Health and Mental Wellbeing (Primary)

By the end of primary school pupils should know:

<b>Mental Wellbeing (MW)</b>	<ol style="list-style-type: none"><li>1. that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li><li>3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li><li>4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li><li>10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li></ol>
<b>Internet safety and harms (ISH)</b>	<ol style="list-style-type: none"><li>1. that for most people the internet is an integral part of life and has many benefits.</li><li>2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li><li>3. 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.</li><li>4. why social media, some computer games and online gaming, for example, are age restricted.</li><li>5. 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.</li><li>6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li><li>7. where and how to report concerns and get support with issues online</li></ol>

<b>Physical health and fitness (PHF)</b>	<ol style="list-style-type: none"> <li>1. the characteristics and mental and physical benefits of an active lifestyle.</li> <li>2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>3. the risks associated with an inactive lifestyle (including obesity).</li> <li>4. how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ol>
<b>Healthy eating (HE)</b>	<ol style="list-style-type: none"> <li>1. what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>2. the principles of planning and preparing a range of healthy meals.</li> <li>3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ol>
<b>Drugs, alcohol and tobacco (DAT)</b>	<ol style="list-style-type: none"> <li>1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ol>
<b>Health and prevention (HP)</b>	<ol style="list-style-type: none"> <li>1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> <li>6. the facts and science relating to allergies, immunisation and vaccination.</li> </ol>
<b>Basic first aid (BFA)</b>	<ol style="list-style-type: none"> <li>1. how to make a clear and efficient call to emergency services if necessary.</li> <li>2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ol>
<b>Changing adolescent body (CAB)</b>	<ol style="list-style-type: none"> <li>1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>2. about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ol>

# Our Curriculum..

- We already teach many aspects of Relationships and Health education at Upperby Primary School. Most of the 67 requirements have been embedded in our PSHE curriculum for several years. (67 requirements are to be covered by the end of primary school - not in every year group).

## Relationships Education

- Families and people who care for me is promoted in theme days, assemblies, PSHE & other lessons.
- Caring friendships and Respectful relationships are the foundations of our school ethos and curriculum.
- Kidsafe lessons, computing and e-safety days enhance the online relationships and being safe work we cover in PSHE lessons.

# Our Curriculum continued..

## Health Education

- Mental Health and Emotional wellbeing is valued and promoted daily throughout school life and lessons across the curriculum.
- Once again Kidsafe lessons, computing and e-safety days enhance the Internet Safety and harms work we cover in PSHE lessons.
- Physical health and fitness, Healthy eating and Health and prevention is promoted and reinforced through themed days, PE, Science and PSHE lessons.
- Our PSHE units; Drugs (can be medicine), alcohol and tobacco and Sex & Relationships are linked with the Science curriculum.

# Our Curriculum continued..

## Health Education

The only aspect of Health education that we need to include in our PSHE curriculum that we haven't fully embedded is Basic First Aid. This can be easily done through assemblies and themed days, as well as providing time within the PSHE curriculum.

All year groups cover the same topic but at an age appropriate level using resources, lessons and teaching that allows learning to take place. The needs and maturity of the children is taken into consideration. This lays the foundations for further learning in higher year groups.

**EYFS – Nursery & Reception – 1-year cycle - Scarf life education units.**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and my relationships	Valuing difference	Keeping myself safe	Being my best	Rights and responsibilities	Growing and changing

**2 Year cycle – Year 1 – September 2020**

**Points to note** - Class teachers to use weekly circle times to address class issues, Anti-bullying, Unit 1 - core skills and British Values. (Year 6 will have two extra units to revisit after SATs - recap and address key lessons only if needed).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CHIPS (Challenging Homophobia in Primary Schools) Circle time, class talk time to address PSHE units. Each year group to have the same focus each half term.	Unit 4 - Emotional health and wellbeing.	Unit 12 - Anti-bullying  CHIPS lesson 1	Unit 5 - Keeping safe.  CHIPS lesson 2	Unit 10 - It's ok to tell.  CHIPS lesson 3	Unit 7 Drug, alcohol and Tobacco awareness.  (Year 6 only - Unit 8 - Healthy Lifestyles).	Unit 2 – Relationships and Health (RSE)  Sex education (Y6 only)  (Year 6 only - Living in the wider world (Including Unit 3 - Economic well-being and Financial capability))

**EYFS – Nursery & Reception – 1-year cycle - Scarf life education units.**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and my relationships	Valuing difference	Keeping myself safe	Being my best	Rights and responsibilities	Growing and changing

**2 Year cycle – Year 2 - 2021**

**Points to note** - Class teachers to use weekly circle times to address class issues, Anti-bullying, Unit 4 - Emotional Health and Well-being and British Values. (Year 6 will have two extra units to revisit after SATs - recap and address key lessons only if needed).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CHIPS (Challenging Homophobia in Primary Schools) YCDI themes. Circle time, class talk time to address PSHE units. Each year group to have the same focus each half term.	Unit 1 – Core skills	Unit 9 – Taking part  CHIPS lesson 1	Unit 11 - Being different.  CHIPS lesson 2	Unit 6 - Being a risk taker.  CHIPS lesson 3	Unit 8 - Healthy Lifestyles.  (Year 6 only - Reinforcement of Drug, Alcohol and Tobacco awareness).	Living in the wider world (Including Unit 3 - Economic well-being and Financial capability).  (Year 6 only - reinforcement of RSE).

# What about Sex Education?

- These new 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'*
- Parents will continue to have the right to withdraw their child from sex education but **not** from statutory Relationships Education or Health Education.

# Right of withdrawal

## Current Guidelines

- Under the current SRE guidance, until September 2020, parents can choose to withdraw their child (up to the age of 18) from any or all aspects of Sex and Relationships Education that are not included within the statutory National Curriculum.
- This means that parents are not permitted to withdraw their child from elements of sex education (for example reproductive and biological aspects) that are within the science curriculum.
- Schools must make alternative arrangements for pupils whose parents choose to withdraw them from SRE lessons

## Starting September 2020

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from **any or all aspects of Sex Education**, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

# For more information:



Promotional material

**Relationships, sex and health  
education: guides for parents**

***Search 'RSE FAQ' on GOV.UK***

***Search 'RSE Parent Guide' on GOV.UK***



**Any  
questions:**

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