

# **RELATIONSHIPS AND HEALTH EDUCATION AT DBJA PARENT OPEN MORNING**

23<sup>rd</sup> November 2022

Miss Andrews and Miss  
O'Connor – PSHE Leads

## Aims of the Meeting

- To give you a brief overview of our statutory duties
- To give you an overview of why and how we deliver our Relationships and Health Education lessons and how they sit within our wider PSHE Education (Personal, Social, Health and Economic) curriculum
- To enable you to look at coverage and ask us any questions

## School and Home Working Together

*The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.*

# Current RSE Legislation and Guidance

- All schools must provide a curriculum which '*promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*' (**Education Act 2002 and Academies Act 2010**)
- Under the **Children Act 2004** maintained schools also have a statutory duty to promote children and young people's well-being - RSE can contribute to this duty
- Under the **Equality Act 2010** schools are expected to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.
- '**Working together to safeguard children**' 2018 and '**Keeping children safe in education**' 2022 – RSE contributes to safeguarding through the curriculum

# Department for Education Guidance - September 2020

The DfE have introduced **statutory guidance** on Relationships and Sex Education, Relationships Education and Health Education. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000.

**The guidance became mandatory in September 2020** - The expectations on schools are as follows:

- **Relationships Education** will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- **Relationships and Sex Education** will be compulsory in all Secondary Schools (or those pupils receiving Secondary Education) – this includes academies, free schools and independent schools
- **Health Education** will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but **not** independent schools as PSHE is already statutory in these schools

# The Bigger Picture

*Relationships, Health and Sex Education are an integral part of our Personal, Social, Health and Economic (PSHE) education curriculum throughout the school. We have a responsibility to prepare our pupils for life in 21<sup>st</sup> Century Britain including recognising and being able to form healthy relationships and having the skills to keep themselves safe. Some of the key messages on online safety are also taught through our computing curriculum.*

*These lessons will continue to reflect our school values of **Trust, Respect, Resilience, Acceptance, Kindness and Self-worth** and link with our statutory duties to actively promote British Values, comply with the Equality Act, keep our children safe and meet the changing needs of all children and adults in our school community. For some parents these lessons will be a continuation of a conversation that will have started at home and for others they will help to start the discussion.*

*\*\*All policies and unit overviews can be found on the school's website*

# Being an Inclusive School

Our PSHE curriculum helps to support the following:

- An acceptance that different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils and staff will identify as LGBT+
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers)

## Statutory Relationships and Health Education in Primary School

Relationships Education (Primary)	Physical Health and Mental Well Being (Primary)
Families and People who care for me	Mental Wellbeing
Caring Friendships	Internet Safety and Harms
Respectful Relationships	Physical Health and Fitness
Online Relationships	Healthy Eating
Being Safe	Drugs, alcohol and tobacco
	Health and Prevention
	Basic First Aid
	Changing Adolescent Body



# Primary pupils will learn:

## Families

- Why they are important
- The characteristics of family life
- How families can be different
- How to get help if family life is making them feel unsafe

## Caring friendships

- The importance of friendships
- What friendships look like
- Dealing with conflict
- Recognising who to trust and where to get help

**The focus is on the building blocks of positive relationships**

## Respectful relationships

- The importance of respect
- Courtesy and good manners
- Self-respect and how this links to happiness

## Online relationships

- That people can lie online
- Privacy and data use
- How to stay safe

## Being safe

- Appropriate boundaries
- Why secrets can be harmful
- Personal boundaries
- Appropriate and inappropriate touch
- How to respond to strangers
- How to get help



# THESE UNITS TEACH ABOUT DIFFERENT TYPES OF RELATIONSHIPS

Whole School PSHCE Foundation Overview 2022- 2023

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cherry 4 year rolling curriculum	Year 1 – Knowing Me, Knowing You Year 2 – How am I feeling? Year 3 – Knowing Me, Knowing You Year 4 - How am I feeling?	Year 1 – Citizenship Year 2 – My Friends and Me Year 3 – Citizenship Year 4 - My Friends and Me	Year 1 – Being the Healthiest Me Year 2 – Healthy Me Year 3 – Being the Healthiest Me Year 4 - Healthy Me	Year 1 – Helping Hands Year 2 – Jobs in our Community Year 3 – Helping Hands Year 4 - Jobs in our Community	Year 1 – I Need a Hero Year 2 – My Body Year 3 – I Need a Hero Year 4 - My Body	Year 1 – Safe Me Year 2 – What’s the Risk? Year 3 – Safe Me Year 4 - What’s the Risk?
Year 3	Pressures I may Face	Great Friends Think Alike	Looking After Me	People in our Community	We are * Family	First Aid
Year 4	My Feelings and Me	Responsible Me	Respecting the Individual	Managing Myself and My Behaviour	Collective Responsibility	Puberty
Year 5	Similarities, Differences and Stereotypes *	Online Safety	Careers Unit	First Aid and Head Injuries	Growing Up	What do I know about drugs?
Year 6	My Mental Health & Me	Living in an Online World	Choices, Choices, Choices	Changing * Relationships	Reproduction *	Moving on up

# Physical and emotional health

- The importance of nutrition and exercise
- Hygiene, oral health and self-care
- Basic first aid
- How physical and emotional health are linked
- Staying safe in the sun
- The changing adolescent body
- Emotional literacy and vocabulary
- Harmful substances, including drugs, alcohol and tobacco

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## Statutory Science Curriculum – links with RSE and Health

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

Year 5 pupils should be taught to:

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age


Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents





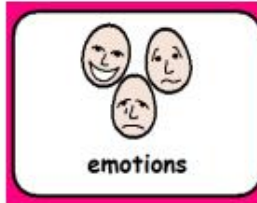
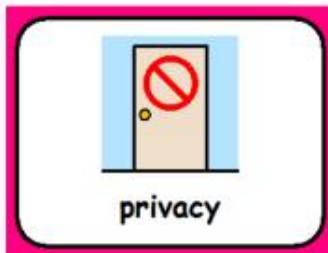
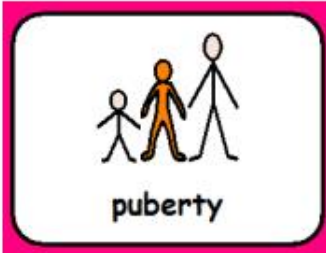
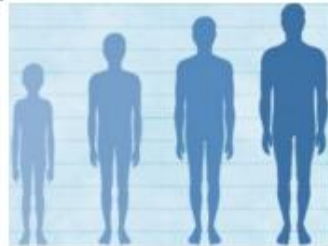
How is our body changing?



How are my emotion changing during puberty?



Key Vocabulary	Definition
puberty	The time when the body develops when you move from a kid to an adult.
Life- cycle	A series of stages a living thing goes through during its life.
menstruation	A discharge of bloody fluid from the uterus that usually happens each month



Key Outcomes
I understand key stages of the human life cycle.
I understand what <b>puberty</b> is and where it happens within the life cycle and where to get support.
I know the <b>physical changes</b> to our body that might happen during puberty.
I understand how our emotions change during puberty due to <b>hormones</b> i.e. <b>privacy</b> .
I know how to keep myself clean.



Key Skills
I can draw upon evidence and my own experiences.
I can show willingness to illustrate the ideas of others with own experiences.
I can identify associated concepts and explain their relevance and connections.
I can empathise with how others are feeling and thinking about things.
I know how to encourage others to join in discussion.
I can suggest reasoned conclusions.

Who Can you turn to for help and Support?	
Parents or trusted family member	Helpline: 0808 800 5000 (24 hours, every day) <a href="https://www.nspcc.org.uk">https://www.nspcc.org.uk</a>
Your Doctor or Practice Nurse	Helpline: 0800 1111(24 hours, every day) <a href="https://www.childline.org.uk">https://www.childline.org.uk</a>
Teachers or School Staff	<a href="https://www.nhs.uk/live-well">https://www.nhs.uk/live-well</a>

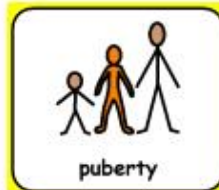


How can we deal with changes in our body?



Key Vocabulary	Definition
Foster	Bring up and care for another persons child
body image	It is the way we feel about our body. Healthy body image is when you feel good about your body.
civil partnership	It is a legal relationship which can be registered by two people who aren't related to each other.
adopt	To become a parent of a child by law.
stepfamilies	A family in which one or more adult partners have children from previous relationships.
sole parenting	When one parent has full responsibility to make decisions for the child.

Do families always look the same?



Key Outcomes
<a href="https://bettyforschools.co.uk/resources/8-11-year-olds">https://bettyforschools.co.uk/resources/8-11-year-olds</a> Teachers should register for this website in <b>ADVANCE</b> to the lessons- it is free and recommended by the PSHE Association.
After recapping the human life cycle, I can understand changes in relationships due to puberty.
I understand the process of <b>menstruation</b> and <b>wet dreams</b> .
I understand how the media portray <b>body image</b> .
I know that families can look different but feel the same.



Key Skills
I can evaluate own evidence offered and that offered by others.
I can air feelings in a way that supports the enquiry.
I know how to encourage others to contribute to the enquiry.
I know how to show appreciation for the comments of others.
I am able to question peers to support the enquiry.
I can evaluate in some detail the range of possibilities.

### Who Can you turn to for help and Support?

Parents or trusted family member	Helpline: 0808 800 5000 (24 hours, every day) <a href="https://www.nspcc.org.uk">https://www.nspcc.org.uk</a>
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# Year 6 Reproduction

## Summer 1



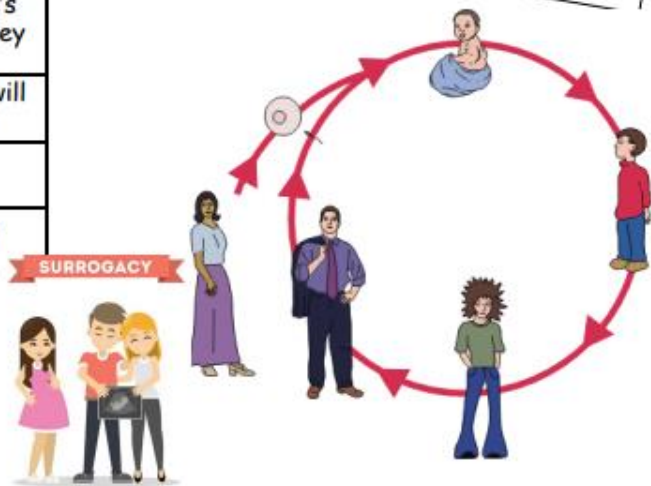
How are babies made?



What are the responsibilities of having a baby?



Key Vocabulary	Definition
reproductive system	It is a collection of internal and external organs—in females and males—that work together for the purpose of procreating.
fertilisation	It is what happens when the female's ovum joins with male's sperm and they form a zygote. Conception.
embryo	A zygote grows into an embryo. It will continue developing until the birth.
surrogacy	An arrangement in which a woman bears a child for another woman.
IVF	A technique of in vitro fertilisation that helps people to have a baby.



Key Outcomes
I can identify parts of the male and female reproductive system.
I understand the process of reproduction in humans .
I can describe a safe and loving relationship.
I understand the needs of a baby and how to look after them.
I understand that there are different ways of creating a family unit.



Key Skills
I know how to identify assumptions and evaluate their impact.
I show interest in the progress of an enquiry.
I can suggest ways in which an enquiry might move to make progress.
I can suggest and explain new and novel ideas that build on the ideas of others.
I can summarise the progress of an enquiry.
I can evaluate a range of reasoned conclusions.
I can extend my thinking beyond the PSHE lessons.

Who Can you turn to for help and Support?	
Parents or trusted family member	Helpline: 0808 800 5000 (24 hours, every day) <a href="https://www.nspcc.org.uk">https://www.nspcc.org.uk</a>
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# Sex Education (outside of science)

## Non statutory

From 2020 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.

*The lessons that we deliver which are outside of the science curriculum and Relationships and Health Education are within the Year 6 Reproduction unit (To understand the reproduction in humans), we consider these to be part of sex education*

Parents have the right to withdraw their child from Sex Education but do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum. Parents that wish to withdraw their child from this lesson may do so by informing the school in writing.

- To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private\*
- Understand the key stages to the human life cycle including menstruation, ejaculation, emotions and feelings
- How to recognise and ask for help or advice if puberty worries me.

L.O. To understand the process of reproduction in humans

Skills Focus:

Show an interest in the progress of an enquiry

<https://www.bbc.co.uk/bitesize/clips/zpmqxn>

<https://www.youtube.com/watch?v=SK72lu8TbF4>

Watch one of the above clips to introduce the topic of sexual intercourse and reproduction. Use the information in the following slides to explain the process-

We go through puberty in order to prepare our bodies for having a baby when we are older and when we are ready...

Today we are going to learn about how a baby is made.

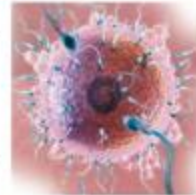


When a man and woman love each other, they might make the important decision to try to have a baby together.

To create a new life, the male and female reproductive organs come together. This is called **sexual intercourse**.

During sexual intercourse, a man and a woman lie very close together.

The man puts his penis inside the woman's vagina. This allows sperm to travel into the female reproductive organs.



Sometimes, a sperm cell and an egg cell combine to make a fertilised egg cell. A new life begins!

Inside the uterus, the fertilised egg cell starts to divide, and divide again, growing bigger and bigger. This bundle of cells is called an embryo.






After around 9 weeks, the embryo has grown to around 3 or 4 centimetres. It has recognisable features, and is now called a foetus.



## [A short video from Conception to Birth - YouTube](#)

An example of some of the resources that may be used in the lesson:

<p>A man and woman who love each other decide they are going to try to have a baby together</p> 	<p>The man and the woman have sexual intercourse. This is when the man puts his penis inside the woman's vagina.</p> 
<p>The sperm can then travel up to the woman's reproductive organs</p> 	<p>Sometimes a sperm cell and an egg cell combine to make a fertilised egg cell</p> 
<p>The fertilised egg cell divides and divides again to create an embryo</p> 	<p>After around 9 weeks, the embryo has grown to around 3 or 4 centimetres. It has recognisable features, and is now called a foetus</p> 



# Benefits of children being part of lessons in school

- Learning alongside their classmates creates a supportive atmosphere and a shared understanding that these topics are relevant to all of us
- Can help to encourage empathy and an understanding of the wider school community which supports our anti-bullying policy
- Creates a safe space to learn with ground rules as well as the usual class rules
- Lesson led by the class teacher who knows the children and understands their needs in terms of learning styles, additional support needed and finding out what their current understanding of a topic is
- Children are naturally curious and we feel that it is better to know they are getting accurate, up to date, age appropriate information rather than finding the answer to their questions by searching online, for example

**IF YOU HAVE ANY QUESTIONS  
PLEASE EMAIL  
OFFICE@DBJA.CO.UK**