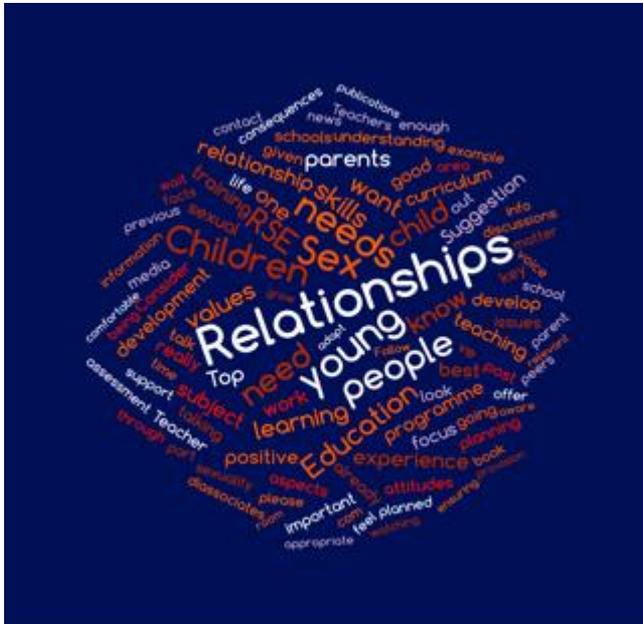


# Health & Relationships Education (HRE) Parents' Meeting – June 2019



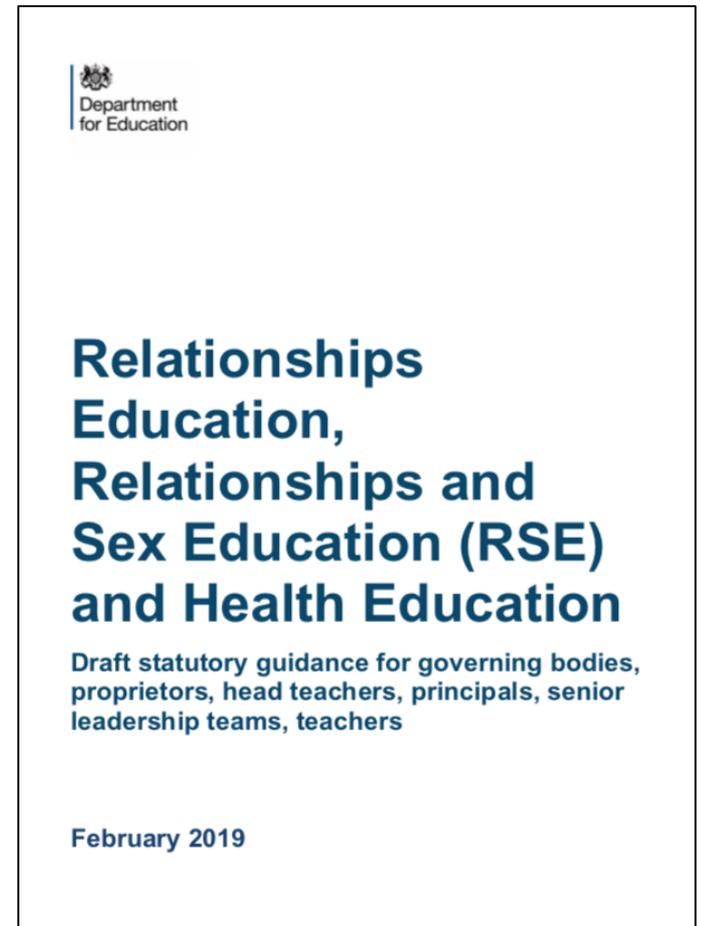
‘Working together to achieve success’

# DfE Guidance

Statutory from September  
2020

Two Aspects:

1. Relationships Education
2. Physical Health & Mental Health



## By the end of primary school:

### 1. Relationships Education

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

### 2. Physical Health & Mental Health:

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

# Why does the government believe it is needed?

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.

This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education.

The depth and breadth of views is clear, and there are understandable and legitimate areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

Taken from the DfE guidance – Secretary of State Forward

The following sources have been used in developing our HRE curriculum and policy:

- Department for Education and Employment (2000) *Sex and Relationship Education Guidance*
- Department for Education (2018) *Relationships Education, Relationships and Sex Education (RE) and Health Education – Draft for consultation*
- Brook, PSHE Association and Sex Education Forum (2014) *Sex and Relationship Education for the 21<sup>st</sup> Century*
- The Association for Science Education and PSHE Association (2016) *Human development and reproduction in the Primary Curriculum*
- PSHE Association (2019) *We've Got it Covered...*
- Lancashire Learning Excellence (2014) *Live Well Learn Well - Guidance for schools for planning their PSHE curriculum in school*
- Sex Education Forum: <http://www.sexeducationforum.org.uk/resources/curriculum-design.aspx>
- Healthy School London SRE sample: [http://www.healthyschoolslondon.org.uk/sites/default/files/pri\\_SRE%20pack\\_sample.pdf](http://www.healthyschoolslondon.org.uk/sites/default/files/pri_SRE%20pack_sample.pdf)

# Aim of HRE

The aim of Health & Relationships Education (HRE) is to provide children with **age appropriate information**, allow them to **explore attitudes and values** and **develop skills** in order **to empower them** to make **positive decisions** about their **relationships** related behaviour.

# What is HRE?

Effective HRE is essential if young people are to make responsible and well informed decisions about their lives. The objective of health & relationship education is to help and support young people through their physical, emotional and moral development. It will help them to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

# Why is HRE important?

High quality HRE helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviours for life.

It is essential for the following reasons:

- HRE plays a vital part in meeting schools' safeguarding requirements. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 'Not Yet Good Enough report'.

# HRE Curriculum

Class teachers teach HRE through different aspects of the curriculum. While we carry out the main HRE teaching in our PSHEC curriculum, we also teach some HRE through other subject areas (for example Science, PE and Computing) where we feel it contributes to a child's knowledge and understanding of his or her body, and how it is changing and developing.

All maintained schools must teach the following as part of the National Curriculum for Science. At Key Stages 1 and 2, this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the national curriculum.

Yasmine & Tom  
Family Planning Association Resource



# Key Stage1 National Curriculum Science:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- [They should also be introduced to the process of reproduction and growth in animals.]
- [The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.]

# HRE Curriculum

Our curriculum is clearly mapped out to ensure that sensitive topics are taught in an age appropriate way with clear progression. The views of parents and children have been sought and the policy has been agreed by staff and governors. The table below outlines the topics taught by the end of each phase.

## EYFS and Key Stage 1

- **My body:** External and internal body parts / Male and female / Keeping clean /
- **Life cycles:** Different ages / Looking after babies
- **Feelings:** Different emotions / What to do when we feel sad
- **Keeping safe:** In the house / Out and about / People who can help me / Keeping bodies safe
- **Healthy Relationships:** Friends / Different families (including same-sex)
- **Gender stereotypes:** Similar and different / Toys
- **Online technology:** Taking care online / Who can help us?

# Key Stage 2 National Curriculum Science:

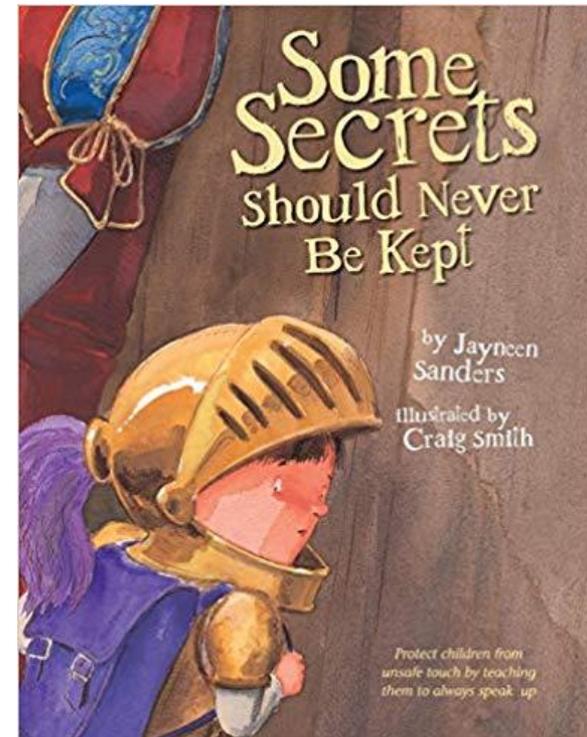
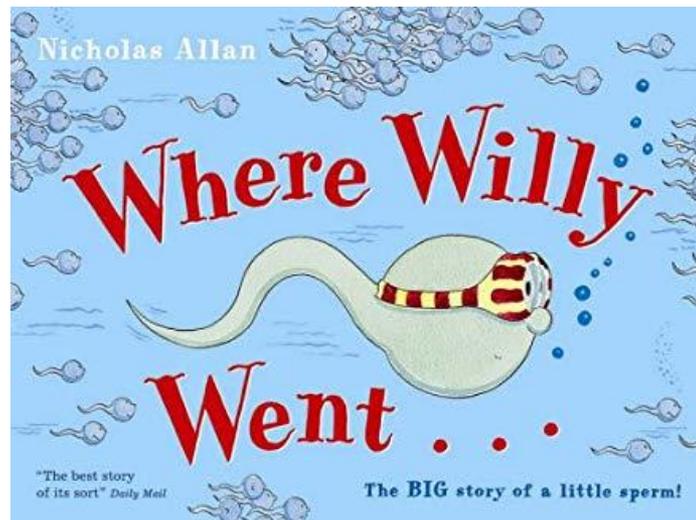
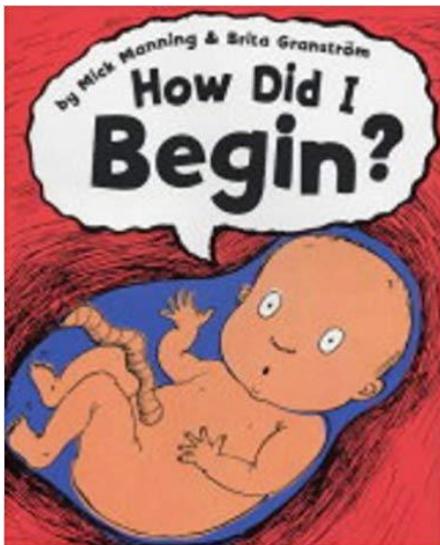
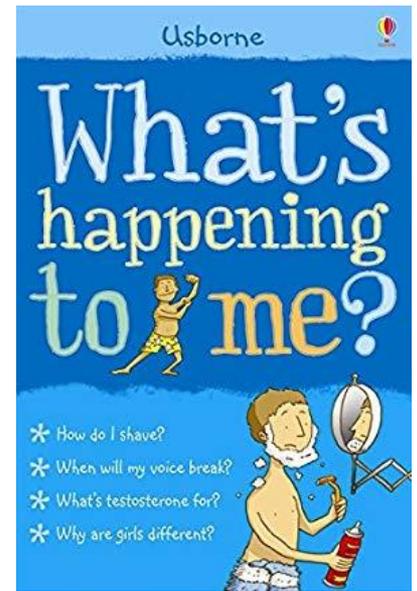
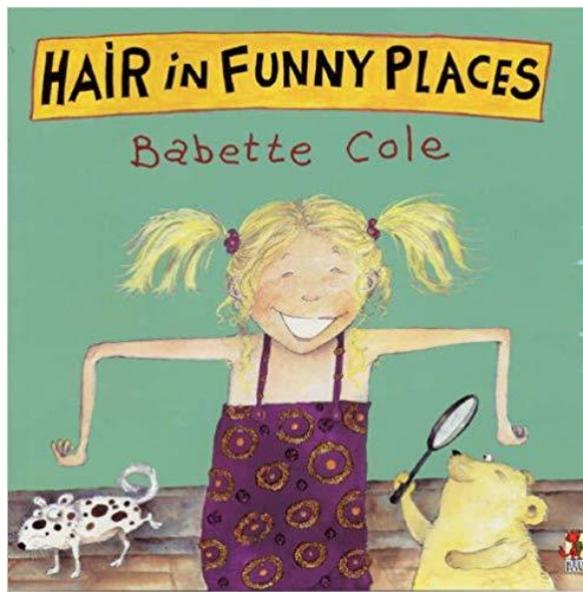
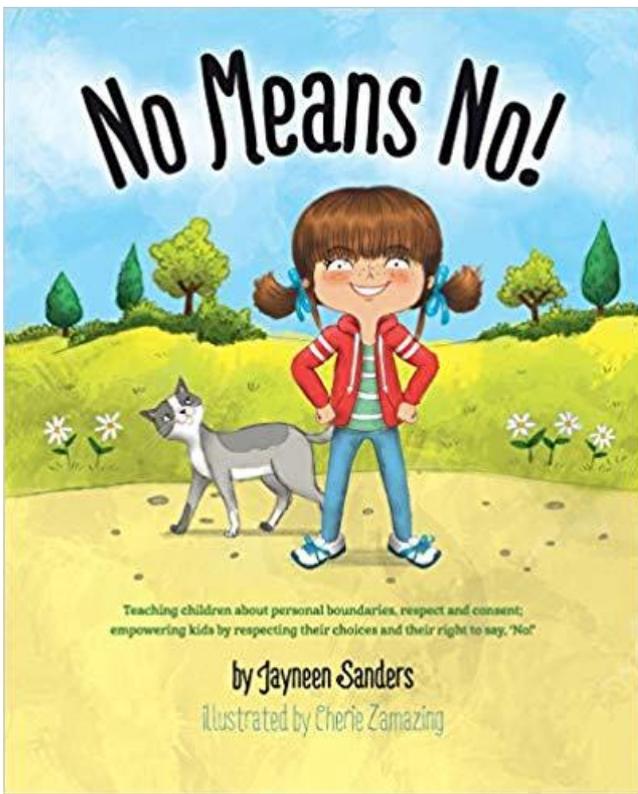
- Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- [Pupils should find out about the different types of reproduction including sexual and asexual reproduction in plants, and sexual reproduction in animals.]
- [Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.]
- [Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.]
- [Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.]

## Lower key stage 2

- **My body:** External body parts / Puberty / Keeping clean and not spreading germs
- **Life cycles:** Growing up and getting older / Me, myself and I / Birth of a baby
- **Feelings:** Expressing your feelings / Managing our feelings
- **Keeping safe:** Personal space / Identifying risk / People who can help me / Keeping our bodies safe
- **Healthy Relationships:** What makes a good friend? / Getting on with your family / Different families (including same-sex)
- **Gender stereotypes:** Jobs we do / Mothers and fathers / Challenging stereotypes
- **Online technology:** Photos of myself online / Taking care online – who can help us?

## Upper key stage 2

- **My body:** Puberty / Periods / Wet dreams / Body image
- **Life cycles:** How babies are made / Multiple births / How babies are born
- **Feelings:** How easy is it to talk about ... / Talking to people about how we feel / Changing emotions
- **Keeping safe:** Assertiveness – saying no / Keeping our bodies safe -  
Good and bad touch / People who can help me
- **Healthy Relationships:** Trust / Peer pressure
- **Gender stereotypes:** Discrimination and equal opportunities / Sexual orientation
- **Online technology:** Social networking and sending pictures /  
Cyberbullying / Online relationships and dangers (sexting, pornography)



# Tricky Questions

We have a planned programme which we will follow as long as it is appropriate for the needs of the children, however, due to the nature of the subject, there may be times when children ask questions out of the context of a planned session. Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for RE. If children do ask about issues linked to topics, they will be dealt with appropriately and sensitively. There may be times when a member of staff does not immediately answer a child's question but speaks to them on their own, later or refers them to speak to their parent. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Teaching and resources will be differentiated as appropriate to address the needs of SEND children in order for them to have full access to the content of RE.

# The Role of parents and other professionals

The school is well aware that the primary role in children's relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

## **In promoting these objectives, we will:**

- inform parents about the Relationship Education policy and practice;
- answer any questions that parents may have about RE;
- take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for relationships education in the school;
- seek the views of parents and encourage them to be involved in reviewing the RE policy;
- inform parents about the best practice known with regard to relationships education, so that the teaching in school supports the key messages that parents and carers give to children at home.
- We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

# The Role of parents and other professionals

Parents do not have the right to withdraw pupils from relationships education but do have the right to request that their child be withdrawn from some or all of sex education not included in the Science National Curriculum. They should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in, however this rarely happens. By working in partnership with parents they recognise the importance of this aspect of their child's education.

We encourage other valued members of the community to work with us to provide advice and support. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with relationship education programme. We believe that visitors should complement and never substitute or replace planned provision and it is the PSHEC Subject Leader and class teachers' responsibility to plan the curriculum and lessons.

