



# RSE

Relationships and Sex Education

# STATUTORY REQUIREMENTS

The **Health Education** and **Relationships Education** aspects of PSHE (personal, social, health and economic) education will be compulsory in all primary schools from September 2020.

## Why is RSE important?

“High quality, evidence-based and age-appropriate teaching can help **prepare pupils for the opportunities, responsibilities and experiences of adult life**. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and **help young people to become successful and happy adults who make a meaningful contribution to society.**”



# PSHE COVERAGE SET OUT BY THE GOVERNMENT

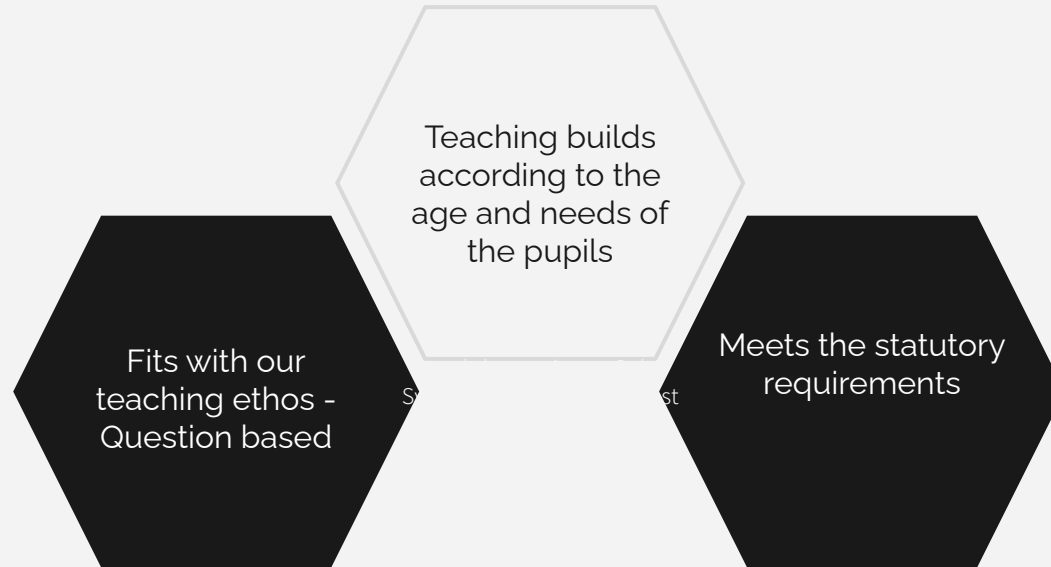
Relationships (& Sex Education)	Health and mental well- being	Living in the Wider World
Families and people who care for me Caring friendships Respectful Relationships Online Relationships Being Safe	Mental Well being Internet Safety and Harm Physical health and fitness Healthy Eating Drug, alcohol and tobacco Health and prevention Basic First Aid Changing Adolescent Body	Economic Well being Enterprise Careers  <i>Not included in new statutory framework</i>

# Aims of RSE at Humberstone

- Develop **pupils' confidence** in talking, listening and thinking about feelings and relationships
- Teach pupils the **correct vocabulary** to name their body parts and describe how their bodies work
- Help pupils to **understand a range of relationships**, and the **importance of building positive relationships** with others, involving trust and respect, in both person and online
- Teach pupils to **recognise unsafe situations** and be able to **protect themselves** and **ask for help and support**
- **Prepare pupils for puberty**, and give them an understanding of sexual development and the importance of health and hygiene.

# PROGRAMME OF STUDY FOR PSHE

(WHICH COVERS RSE)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

# Sex Education?

## What do we mean by this?



Sex Education is **not** statutory at primary level - including:

The act of sexual intercourse

Contraception



Other elements of wider Health/Relationships Education **are** statutory

Eg menstruation, naming body parts, different family structures, different kinds of relationships, identity



## Key Stage 1 Science Curriculum

### Year 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

### Year 2

- 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

## Key Stage 2 Science Curriculum

### Year 5

- describe the life process of reproduction in some plants and animals (sexual and asexual)
- describe the changes as humans develop to old age

### Year 6

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

## Year 4

PSHE Unit	What I should already know	What I will know by the end of the unit	Vocabulary Knowledge
<b>Health and Wellbeing</b> How will we change and grow?	<u>Year 1</u> <ul style="list-style-type: none"> <li>I know how 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</li> </ul>	<ul style="list-style-type: none"> <li>I know about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing</li> <li>I know how puberty can affect emotions and feelings</li> <li>I know how personal hygiene routines change during puberty</li> <li>I know how to ask for advice and support about growing and changing and puberty</li> </ul>	Puberty Hygiene Changes Period Sanitary products Body odour Pubic hair

## Year 6

PSHE Unit	What I should already know	What I will know by the end of the unit	Vocabulary Knowledge
<b>Relationships</b> What changes as we become more independent? How do friendships change as we grow?	<u>Year 3</u> <ul style="list-style-type: none"> <li>I know how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>I know how to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>I know how to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>I know that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li> <li>I know how to recognise if a friendship is making me unhappy, feel uncomfortable or unsafe and how to ask for support</li> </ul> <u>Year 4</u> <ul style="list-style-type: none"> <li>I know about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>I know how puberty can affect emotions and feelings</li> <li>I know how personal hygiene routines change during puberty</li> <li>I know how to ask for advice and support about growing and changing and puberty</li> </ul>	<ul style="list-style-type: none"> <li>I know that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>I know that I must give consent to be part of an intimate relationship</li> <li>I know that people who are attracted to and love each other can be of any gender, ethnicity or faith and the way couples care for one another</li> <li>I know that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>I know that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>I know that sexual harassment is any unwanted behaviour that makes someone feel upset, scared, offended or humiliated including online (e.g unwanted touching, unwanted comments about someone's body, unwanted proximity)</li> <li>I know how puberty relates to growing from childhood to adulthood</li> <li>I know about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li> <li>I know that there are ways to prevent a baby being made</li> <li>I know how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>I know how friendships may change as I grow and how to manage this</li> <li>I know how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li> </ul>	Intimate Relationship Attraction Consent Committed Marriage Forced marriage Civil partnership Puberty Reproduction Conceive Protection Sexual intercourse

# QUESTIONS?

