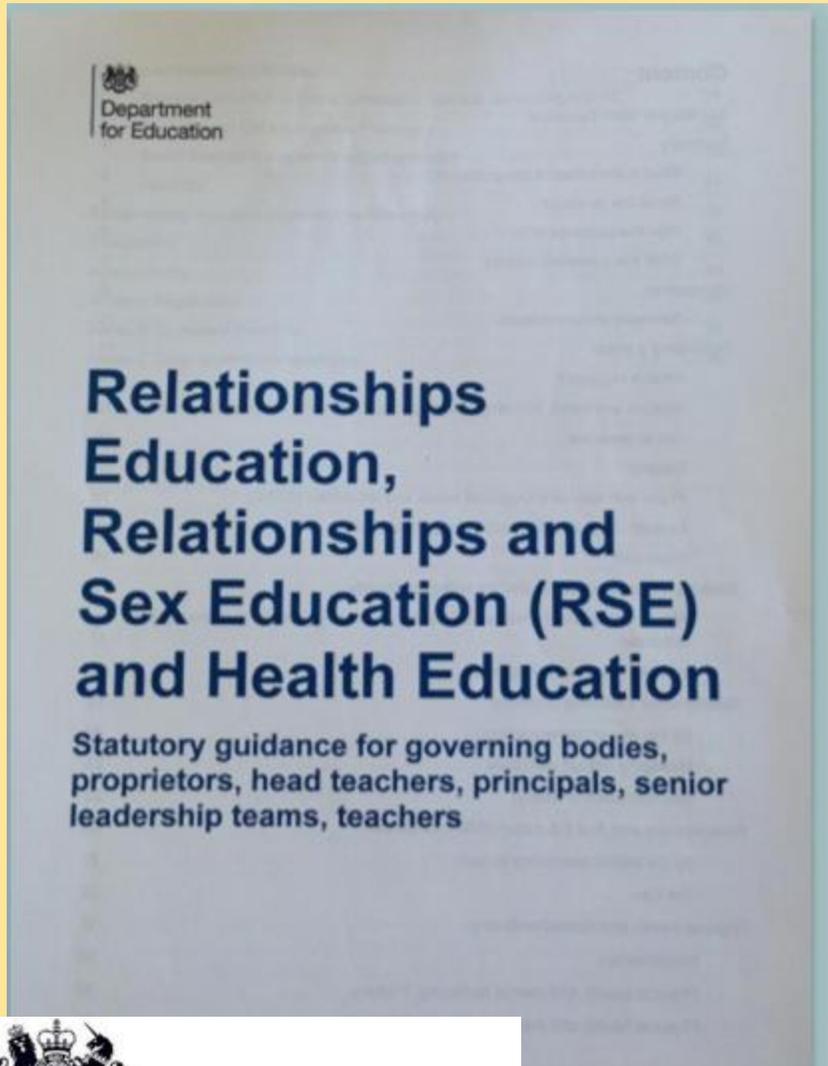


Getting ready for statutory Relationships Education

PSHE and RSE at Gayton.

Information for parents and FAQ.



The Department of Education has made Relationships and Sex Education (RSE) statutory to teach in all primary schools from September 2020. It will be taught within PSHE lessons.

The guidance ensures that children have the skills and knowledge to navigate the modern world safely, which has changed so much since we were children.

Parents still retain the parental right of withdrawal from sex education, with new rights for children to 'opt-in' as they approach age 16.



Department
for Education

Why the new statutory guidance?

“This compulsory subject has been introduced to help to keep children safe; prepare them for the world in which they are growing up, including the laws as they relate to relationships, sex and health; to help foster respect for others and difference.”

Damian Hinds- Secretary of State for Education, 2019

Why the new statutory guidance?

PSHE has proven benefits to health, well-being and academic success.

The new guidance:

- has ensured schools will provide curriculum time where all pupils can benefit from an education that keeps them safe, healthy and prepared for the realities of modern life.
- covers broad areas of particular relevance and concern to young people today.
- ensures that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online.

Relationships Education will focus on:

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

Relationships Education can also be found in the following Health Education units:

- Mental well-being
- Internet safety and harms
- Health and prevention
- Changing adolescent body

Relationships Education	Health Education
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
Non-mandatory Sex Education – children will have the 'right to be excused'	Health and prevention
	Basic first aid
	Changing adolescent body, including puberty



Teaching RSE at Gayton Primary:



As a school, we are going to be following Coram Life Education's SCARF PSHE scheme to ensure full coverage of the curriculum.

The RSE elements of SCARF are based on the SCARF values of **S**afety, **C**aring, **A**chievement, **R**esilience and **F**riendship.

We believe that all children deserve to be safe, cared for and to learn the skills they need to develop healthy relationships.

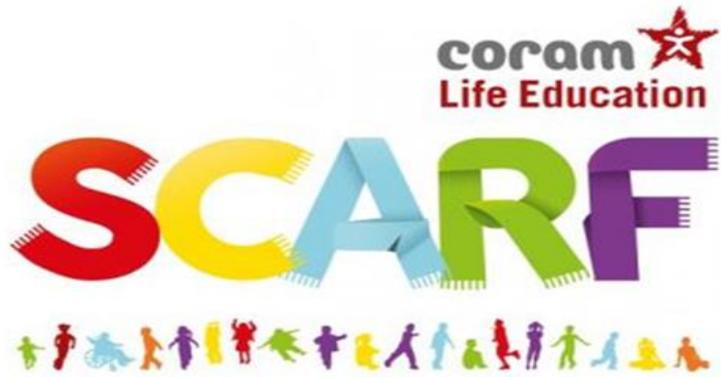


What will my child learn in PSHE lessons?

PSHE aspires to teach children about the emotional, social, moral and physical aspects of growing up. Children will learn how to be safe and healthy, and how to negotiate some of the personal and social challenges that they will face growing up as adults. In PSHE lessons your child will have class discussions, watch short films, read books and complete activities to support their learning.

For each year group, there are six suggested themed units which provide a PSHE and wellbeing curriculum. These units are going to be matched to our school values (friendship, respect, truthfulness, compassion, perseverance and courage) to support and further embed our school's ethos.

There are six half-termly themed units which are repeated in every school year to develop and build on children's learning in a spiral approach.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value	Friendship	Respect	Truthfulness	Compassion	Perseverance	Courage
SCARF unit	Me and my relationships	Valuing difference	Keeping myself safe	Rights and responsibility	Being my best	Growing and changing

What about sex education?

- These new statutory requirements do not extend to **sex education** at KS1 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*'
- Where schools provide sex education at key stages 1 and 2, parents will have the right to withdraw their child from sex education but not from statutory Relationships Education or Health Education

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers

“The Department continues to recommendthat **all primary schools** should have a sex education programme... It should ensure that **both boys and girls** are prepared for **the changes adolescence brings** and ... **how a baby is conceived and born.**”



Which parts of SCARF include Sex Education, that parents can withdraw from?

SCARF have interpreted Sex Education to mean **puberty, conception, reproduction and birth.**

Puberty is already statutory under Health Education and National Curriculum Science (no right to withdraw). Birth and reproduction is also included in Science (again no right to withdraw) and so this leaves conception.

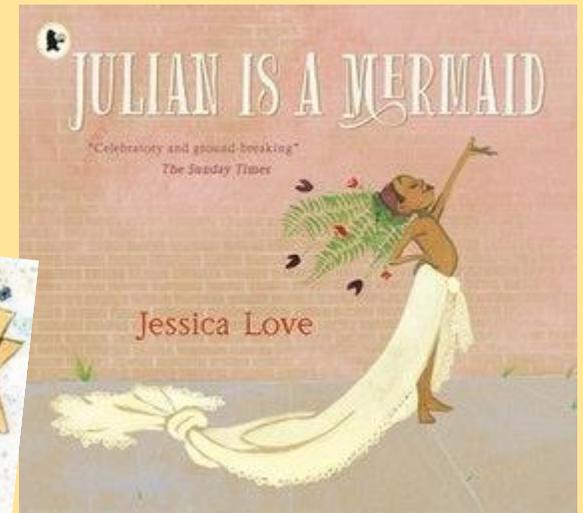
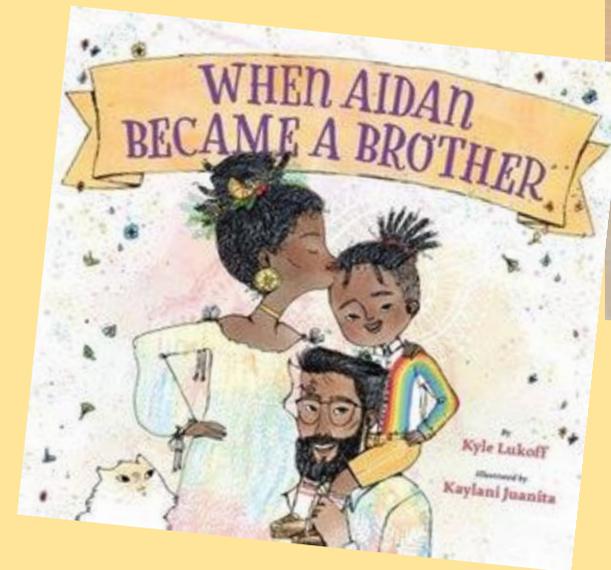
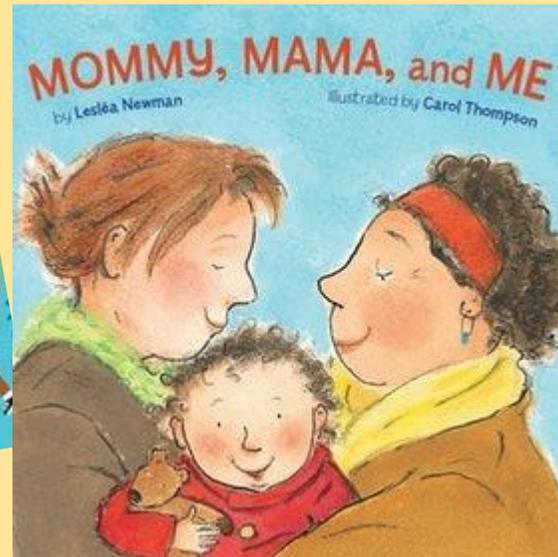
'How a baby is conceived' has been interpreted to refer to what happens during sexual intercourse before an egg and sperm meet (reproduction). We therefore include sexual intercourse as well as IVF in our Year 6 *Making Babies* lesson, to help children understand how babies are conceived, particularly before they transition to secondary school

How early will children be learning about menstruation?

- Menstruation and puberty are technically not Sex Education but Health Education, and are therefore statutory.
- The statutory guidance states puberty should be addressed before onset so, as far as possible, pupils are prepared in advance for changes they will experience. The NHS states that girls as young as 8 years old start menstruating. Children turn 8 in Year 3, so it is a timely point for them to receive the information before the changes take place.
- Best practice states that menstruation education should be delivered to both boys and girls, as learning about menstruation is a concept of reproduction, as covered by the national curriculum science and fosters good relationships by breaking down the stigma of going through these changes leading to less bullying.

Do we have to teach about LGBT identities and families?

Yes, the statutory guidance states that schools must teach about families of many forms and this includes LGBT parents and families. Therefore parents cannot withdraw their child from learning about LGBT families and identities.



*“Pupils should be taught the facts and the law about sex, **sexuality**, sexual health and **gender identity** in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity **should be explored at a timely point and in a clear, sensitive and respectful manner**. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity” (DfE).*

The government therefore expects schools to ensure the following:

- **All pupils understand the importance of equality and respect.** This will play a key role in reducing incidences of bullying both at school and within the wider community. Bullying and poor mental health affects LGBT young people at alarming rates. Nearly half of LGBT pupils (45 per cent) are bullied at school for being LGBT (Stonewall, 2017).
- **Schools comply with the Equality Act.** Schools are already required to teach in a way that does not discriminate against people with *protected characteristics*, including sex, sexual orientation, and gender reassignment.
- **Schools are responsible for deciding when they will introduce the teaching of LGBT identities to pupils.**

Learning about LGBT identities and families:

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Eng	Sco	Lesson Title	Context
Y1	P2	Who are our special people	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
		Taking care of baby	Children may contribute to the lesson by suggesting parents who are LGBT.
Y2	P3	My special people	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
Y3	P4	Family and Friends	Learning point: Same-sex couples create families too
		Looking after our special people	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
		Let's celebrate our differences	Gender is recognised as something that makes us similar to and different from each other. Children may contribute an example of a transgender person in their lives.
		Zeb	Learning point: Sexuality and gender is recognised as something that makes us similar to and different from each other and that people can form a prejudice against.
		I am fantastic!	Learning point: Understand why some groups of people are not represented as much on television/in the media, e.g. transgender.
		Relationship Tree	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
Y4	P5	Together	Learning point: Recognise that marriage includes same-sex and opposite-sex partners.
		That is such a stereotype!	Understand and identify stereotypes, including those promoted in the media.
Y5	P6	Is it true?	Learning point: Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.

Eng	Sco	Lesson Title	Context
		Changing Bodies and feelings	Learning point: Some young people who identify as transgender may have difficult feelings about puberty and it is important that they talk to someone about how they are feeling.
		Stop, Start Stereotypes	Learning Point: Recognise that some people can get bullied because of the way they express their gender or due to their sexual orientation.
		Boys will be boys? - challenging work-place gender stereotypes	Learning points: Recognise how the media can sometimes reinforce gender stereotypes. Challenge stereotypical gender portrayals of people, particularly those relating to the work place.
		Star qualities	Learning points: Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life (building blocks for challenging stereotypes).
Y6	P7	We have more in common than not	Children are encouraged to think about what makes us different; including gender identity and sexual orientation.
		Don't force me	Learning point: Same-sex couples can have a civil partnership or get married.
		I look great	Learning point: Identify qualities that people have, as well as their looks (building blocks for challenging stereotypes).
		Media Manipulation	Learning points: Define what is meant by the term stereotype; recognise how the media can sometimes reinforce gender stereotypes; recognise that people fall into a wide range of what is seen as normal; challenge stereotypical gender portrayals of people.



What about Mental Health?

The Health Education section of the new DfE statutory requirements have a whole section on mental wellbeing. This also comes into many of the Relationships Education outcomes – particularly the categories of Respectful Relationships (including bullying behaviours), Online Relationships and Being Safe.

Creating a safe learning environment:

When teaching any lesson that deals with potentially sensitive subjects, it's essential to begin by creating a safe, secure learning environment. This will help children feel confident to share their ideas, values and attitudes without fear of negative feedback from their peers. A safe learning environment with clear boundaries also helps teachers to manage discussions on sensitive issues with greater confidence.

To do this we will:

- Set class ground rules for PSHE sessions linking to school values.
- Depersonalise discussions by using distancing techniques – stories, role-play, scenarios of real situations but with fictional characters and storylines etc.
- Have an 'ask-it-basket' in class so children can ask questions based on PSHE lessons anonymously
- Small group discussions