



RELATIONSHIPS, HEALTH
AND SEX EDUCATION
(RHSE) AT BLUE SKY
FEDERATION
PARENT INFORMATION

The Government has introduced new statutory guidance around the teaching of Relationships, Health and Sex Education.

“TODAYS CHILDREN 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”. FOREWARD FROM THE NEW GOVERNMENT GUIDANCE.

- THE FOCUS OF THIS NEW GUIDANCE IS TO ENSURE OUR CHILDREN ARE HAPPY, HEALTHY AND SAFE IN THE MODERN WORLD.



WHAT WILL MY CHILD BE
TAUGHT DURING RHSE?

Statutory Primary Curriculum

Relationships Education	Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe
Sex Education	How a baby is conceived and born
Health Education	Mental wellbeing Internet safety and harms Physical health and fitness Healthy Eating Drugs, alcohol and tobacco Health and prevention Basic first aid Changing adolescent body

Apart from the sex education section, the children will revisit these themes throughout their time at Primary School, each time building on prior knowledge and skills which are appropriate for their age and maturity. School will notify and consult with parents when we intend to teach sex education. You do have the right to withdraw your child from sex education and the details of this can be found in our RHSE policy.

Statutory Relationships Education – By the end of their time at Primary School children should know...

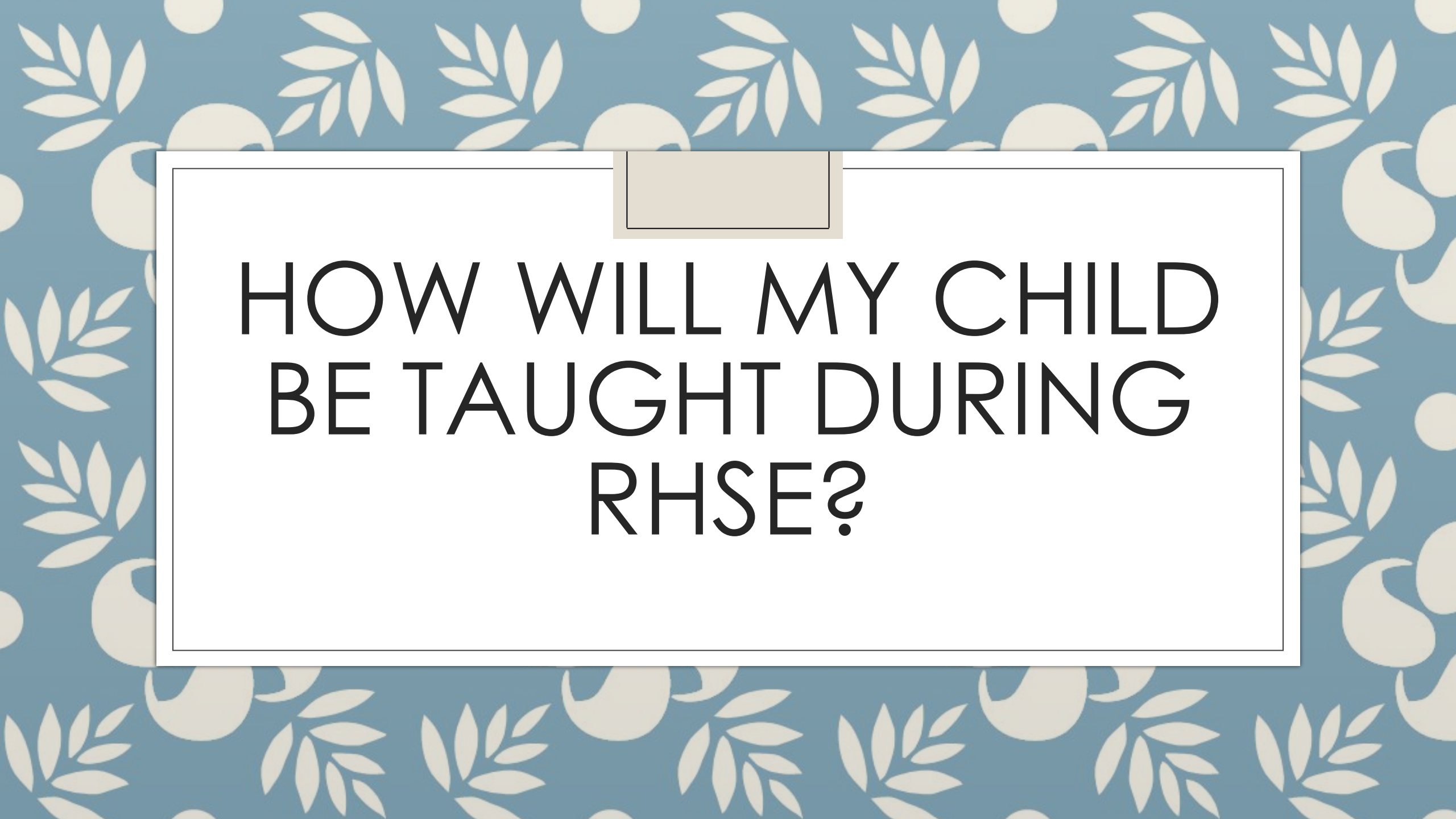
<p>Families and people who care for me</p>	<ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• 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• 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• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
<p>Caring friendships</p>	<ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• 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• 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

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

Statutory Health Education – By the end of their time at Primary School children should know...

<p>Mental Well Being</p>	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health • 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 • 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 • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • 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) • 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
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle • 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 • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health

<p>Internet safety and harms</p>	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits • 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 • 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 • why social media, some computer games and online gaming, for example, are age restricted • 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 • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online
<p>Healthy eating</p>	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • 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)
<p>Drugs, alcohol and tobacco</p>	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
<p>Health and prevention</p>	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination
<p>Basic first aid</p>	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries
<p>Changing adolescent body</p>	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle



HOW WILL MY CHILD
BE TAUGHT DURING
RHSE?

There will be three aspects to most lessons:

- Knowledge building
- Personal views, values and attributes
- Development of interpersonal skills – such as team building, active listening, problem-solving.

Lessons will take into account individual children's backgrounds, needs and beliefs and ensure the content is accessible and appropriate for all.

More information surrounding teaching methods, pupil questions, confidentiality and safeguarding can be found in our RHSE Policy on the website.

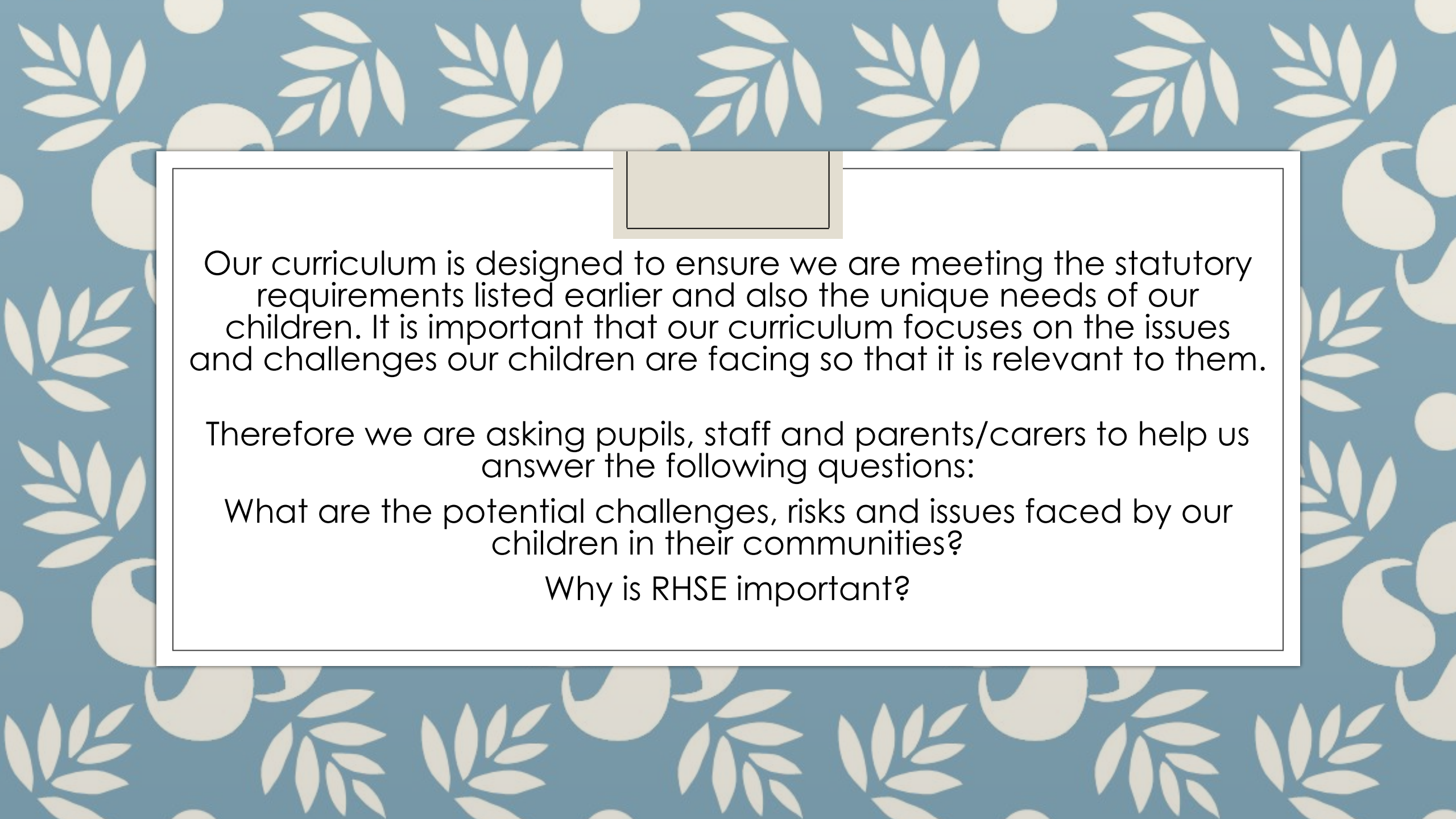
The new guidance...

is intended to ensure children are prepared for the next stages in their lives and equipped to thrive in the modern world. The last review of RHSE was 20 years ago so quite out of date!

Whilst schools have been teaching the majority of the new statutory curriculum there is now a greater emphasis on some of the following...

- Mental health
- Equality and Diversity (including age appropriate LGBT content)
- The timely teaching of the physical and emotional changes experienced during puberty
- Menstrual well being
- Internet Safety
- How to stay safe both offline and online – including age appropriate teaching around recognising acceptable and unacceptable behaviours
- Health prevention – sun safety, dental health and how to recognise the early signs of physical illness.

We recognise that these include some sensitive and tricky concepts and we are interested in your views about when to tackle these subjects and the language used within these topics. Our programme of study and skills progression documents provide more details around this and later in the year we will hold another consultation to discuss this in more detail and to find out about any areas you might like further support with at home. We are aware there may be differences of opinion, but we will take your views into account.



Our curriculum is designed to ensure we are meeting the statutory requirements listed earlier and also the unique needs of our children. It is important that our curriculum focuses on the issues and challenges our children are facing so that it is relevant to them.

Therefore we are asking pupils, staff and parents/carers to help us answer the following questions:

What are the potential challenges, risks and issues faced by our children in their communities?

Why is RHSE important?

What are the **potential** challenges, risks and issues faced by our children in their communities?

mental health

e-safety / social media influence / screentime

physical health - obesity, dental hygiene, lack of physical exercise

friendship worries /peer pressure /bullying

worries about family and home

road safety including cycling

water safety

lack of opportunities and low aspirations

drugs and alcohol issues

gang culture and county lines

What our children and staff said...

Some of the older children did focus on COVID-19 and Lockdown. This is something we are supporting the children with at school now. Hopefully it will not be something we need to have on the curriculum in years to come.

Why is RHSE important?

We might go through the things we learn about.

PHSE is important because it gives children a chance to develop their emotional literacy skills as well as broaden their understanding of the different aspects of their social, physical and emotional needs. This enables children to become well rounded and open minded individuals.

It can help us be kind

Because children need to grow up to be emotionally literate and able to discuss and connect with their feelings; they might not get to talk about these things anywhere else; it helps them develop social skills to interact with each other thoughtfully; helps prepare them for the ups and downs of life; because learning is not all about facts and information - PHSE is learning for life

We might learn something to keep us safe.

It provides a safe space for children to be honest and open and to develop as unique individuals.

It affects us all.

Because it teaches our children to be safe and happy. Children are prepared for the next stages in their lives and learn life skills that will stay with them well into their adult life.

So we are good friends.

What our children and staff said...



How you can help and share your views

- Please read our draft RHSE policy which can be found on the website.
- Please complete our online questionnaire which will be emailed to all parents.
- Please keep an eye out on future newsletters for further RHSE information.

Resources

As a Federation we have joined the PHSE Association which provides us with resources, guidance and training for RHSE <https://www.pshe-association.org.uk/>

To ensure we are teaching according to the Equality Act 2010 we will be using the “No Outsiders in our School” programme – Please see separate information.

As a federation we carefully consider the resources we use for the teaching of Relationships, Health and Sex Education to ensure they are age appropriate and relevant for our children. We have provided further information surrounding the “No Outsiders in our School” and we will provide further information about our sex education resources later in the year. It is important to us that you are kept informed and feel confident about what is being taught in RHSE. Should you have any questions or wish to look at any of the resources please contact Emily Sacre at deputyhead@bsf.norfolk.sch.uk or Laura Watts at head@bsf.norfolk.sch.uk