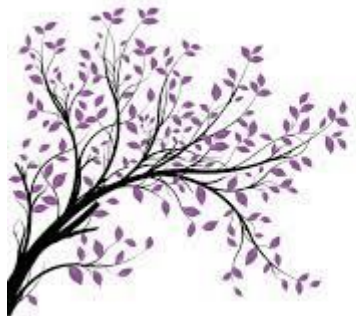




# Headteacher Coffee Morning PSHE and RHE



# This session

- What is RHE?
- Why do we teach PSHE and RHE?
- Hotham's approach
- Curriculum overview
- Right to withdraw
- Consent
- How to support your child
- Any Questions



WHAT DO CHILDREN AND YOUNG  
PEOPLE LEARN IN RELATIONSHIP  
AND SEX EDUCATION

  
Department  
for Education

# What is Relationships and Health Education?

In primary schools it is learning about the **emotional, social and physical** aspects of growing up and relationships.

It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.



But why?

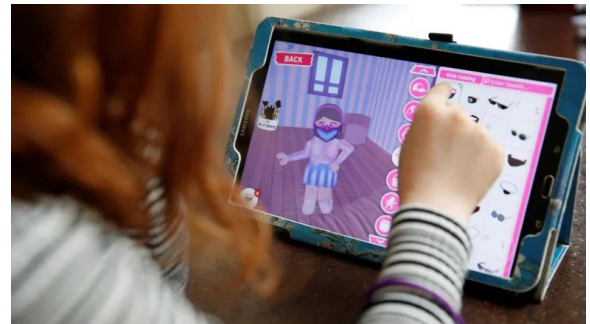
Reply now

you boys did good

Show your entire stomach.  
Retake pic.

I'm about to post your pics If  
you don't chat me back in 10  
minutes.

You have 1 minute. Hurry up



# In 2020 the Secretary of State said...

*'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**'.*

# DfE Statutory Guidance

From **April 2021**, **Relationships Education** was made compulsory for all pupils receiving primary education. Health Education was also made compulsory in schools.

**Statutory guidance taken from [Relationships and sex education \(RSE\) and health education - GOV.UK](#) states that by the end of primary school children need to know about...**

<b>Relationships education:</b>	<b>Physical Health and Mental Wellbeing:</b>
Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe	Mental wellbeing Internet safety and harm Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Basic first aid Changing adolescent body



# Why do we teach it?

The PSHE/RHE curriculum supports and underpins our school vision to ensure all children:

- are prepared for life in London and the wider world
- are provided with limitless opportunities and aspirations for the future
- are kind, confident, articulate and respectful

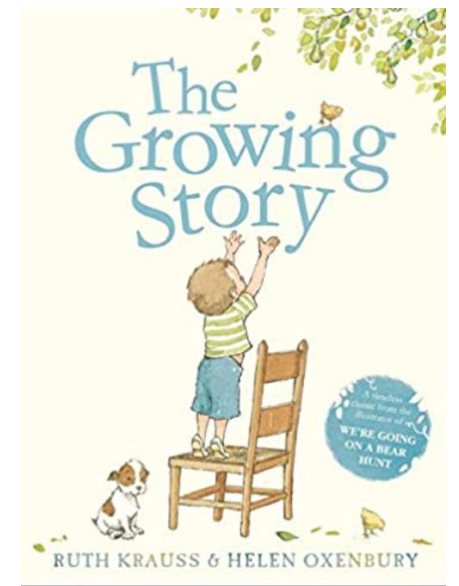
We want our children to be safe, have excellent social and emotional skills, be inclusive, be excellent learners and fulfil their potential.

# How do we teach it?

- The PSHE curriculum has a thematic approach with 3 key themes over the school year.
  - Relationships
  - Living in the Wider World
  - Health and Wellbeing
- Each theme is split into 3 topics.
- Allows different year groups to work on similar themes at the same time, building a spiral curriculum year on year
- Online safety covered throughout the year in each of the themes
- RHE is embedded into the PSHE curriculum

# Hotham's Approach to RHE

- Age appropriate
- Developmentally appropriate-tailored to the needs of each individual
- All resources are quality assured by the PSHE association
- Taught through science, PSHE, RE
- Also covered through assemblies, pastoral support, high quality picture books across the curriculum and our Hotham values
- Appreciates the different faith and cultural backgrounds of our families
- Sensitive to the range of values and beliefs within our school community
- Inclusive of difference - disability, ethnicity, culture, age, faith or belief, or other life experience
- Year 6 Summer term- we teach the sex education element which is non-compulsory



ACTIVITY  
# TIME #

# The Curriculum at Hotham

## By the end of Reception...

### Personal, Social and Emotional Development

#### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

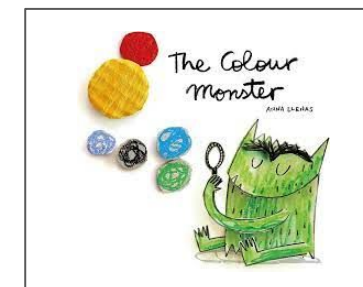
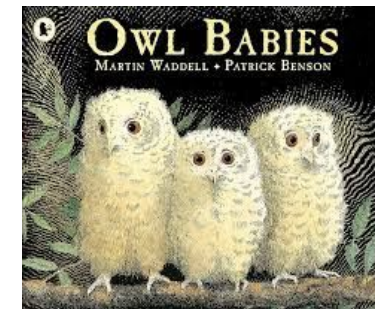
#### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

PSHE/RHE is interwoven into daily play-based activities, role-play areas, quality picture books and reflective discussions.





There are also strong links to the PSHE curriculum in the areas of Communication and Language and Understanding the World.

Communication and Language
<b>Listening, Attention and Understanding</b>
<ul style="list-style-type: none"><li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li><li>• Make comments about what they have heard and ask questions to clarify their understanding.</li><li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li></ul>
<b>Speaking</b>
<ul style="list-style-type: none"><li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li><li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li></ul>

Understanding the World
<b>Past and Present</b>
<ul style="list-style-type: none"><li>• Talk about the lives of the people around them and their roles in society.</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>
<b>People, Culture and Communities</b>
<ul style="list-style-type: none"><li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li><li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li><li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li></ul>
<b>The Natural World</b>
<ul style="list-style-type: none"><li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li><li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li><li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li></ul>

# RHE in Science Key Stage 1 (age 5 -7 years)

Year 1 pupils should be taught to:

- 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 pupils should be taught to:

- 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

# RHE in Science Key Stage 2 (age 7 - 11 years)

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 (incl puberty)

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



# Year 1

## Safe relationships

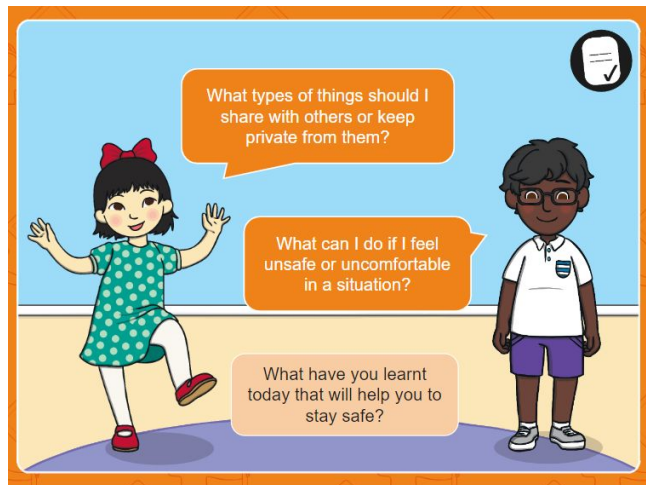
Recognising privacy; staying safe; seeking permission

### Year 1 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

## Pupils learn...

- about situations when someone's body or feelings might be hurt and whom to go to for help
- about what it means to keep something private, including parts of the body that are private
- to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)
- how to respond if being touched makes them feel uncomfortable or unsafe
- when it is important to ask for permission to touch others
- how to ask for and give/not give permission



What types of things should I share with others or keep private from them?

What can I do if I feel unsafe or uncomfortable in a situation?

What have you learnt today that will help you to stay safe?

## Private Parts

When we were babies, we didn't think about doing things in private or hiding our private parts.

Babies and toddlers don't mind people seeing them in the bath and are sometimes naked at the beach, but they don't feel embarrassed.



As we get older, we might find that we like more privacy. We like to wear a swimming costume or swimming shorts at the pool or the beach. We like to go to the toilet in private and we might not want to take a bath with our brother or sister anymore.

# Year 2

## Growing and changing

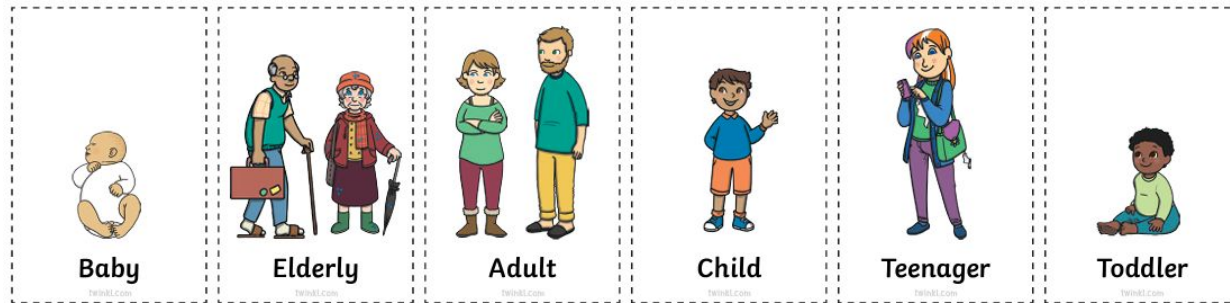
Growing older; naming body parts;  
moving class or year

### Year 2 Science

-Notice that animals, including humans, have  
offspring which grow into adults

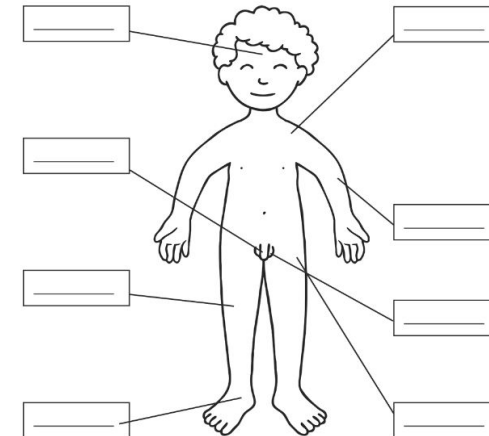
Pupils learn...

- about the human life cycle and how people grow from young to old
- how our needs and bodies change as we grow up
- to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- about change as people grow up, including new opportunities and responsibilities
- preparing to move to a new class and setting goals for next year



## Body Parts and Private Parts

ankle      elbow      penis      hip  
shoulder      forehead      thigh      testicles



# Year 3

## Safe relationships

Personal boundaries; safely responding to others; the impact of hurtful behaviour

### Pupils learn...

- What is appropriate to share with friends, classmates, family and wider social groups including online
- about what privacy and personal boundaries are, including online
- basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision
- that bullying and hurtful behaviour is unacceptable in any situation
- about the effects and consequences of bullying for the people involved
- about bullying online, and the similarities and differences to face-to-face bullying
- what to do and whom to tell if they see or experience bullying or hurtful behaviour



I hate giving anyone a hug, except my mum. And I only hug her before I go to bed. Every time we go to visit my grandma, she wants to give me a hug when I leave. I love her and I'll miss her when we go home, but I really don't want to hug. How can I tell her without upsetting her?

I met a friend playing an online game. He has been asking me lots of questions to get to know me and we've been chatting for a while now. He knows about what school I go to, my hobbies, my family, where I live, my favourite music and TV shows. When I told my sister she said lots of that information was private. But I've only told him, so that's okay, isn't it?



# Year 4

## Growing and changing

Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty

## Pupils learn...

- how to identify external genitalia and reproductive organs
- about the physical and emotional changes during puberty
- key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams
- strategies to manage the changes during puberty including menstruation
- the importance of personal hygiene routines during puberty including washing regularly and using deodorant
- how to discuss the challenges of puberty with a trusted adult
- how to get information, help and advice about puberty

## Changes in Boys



penis



testicles/testes



sweat



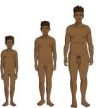
hair



muscles



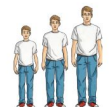
hormones



body shape



Adam's apple



height



sperm



voice



spots

## Changes in Girls



starting periods



sweat



hair



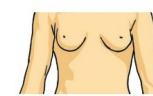
body shape



hormones



spots



breasts



egg



hips



ovaries



emotions



height



# Year 5

## Growing and changing

Personal identity; recognising individuality and different qualities; mental wellbeing

### Year 5 Science

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

## Pupils learn...

- about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes
- about accepting others who may feel their gender identity does not correspond with their biological sex
- how to recognise, respect and express their individuality and personal qualities
- ways to boost their mood and improve emotional wellbeing
- about the link between participating in interests, hobbies and community groups and mental wellbeing
- strategies to manage the changes during puberty including menstruation
- the importance of personal hygiene routines during puberty including washing regularly and using deodorant
- how to discuss the challenges of puberty with a trusted adult

Your skin becomes oilier.

Spots start to appear on your skin, especially on your face.

Hair starts to grow on your face.

Your testicles start producing sperm.

Your periods start.

# Year 6

## Growing and changing

Human reproduction and birth;  
increasing independence; managing  
transitions

### Year 6 Science

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

their parents

## Pupils learn...

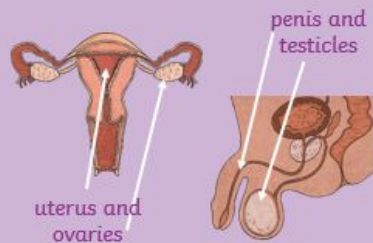
- to recognise some of the changes as they grow up e.g. increasing independence
- about what being more independent might be like, including how it may feel
- about the transition to secondary school and how this may affect their feelings
- about how relationships may change as they grow up or move to secondary school
- practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
- identify the links between love, committed relationships and conception
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- that pregnancy can be prevented with contraception
- about the responsibilities of being a parent or carer and how having a baby changes someone's life

There are other similarities and differences between the male and female body that you can't see because they are inside us.

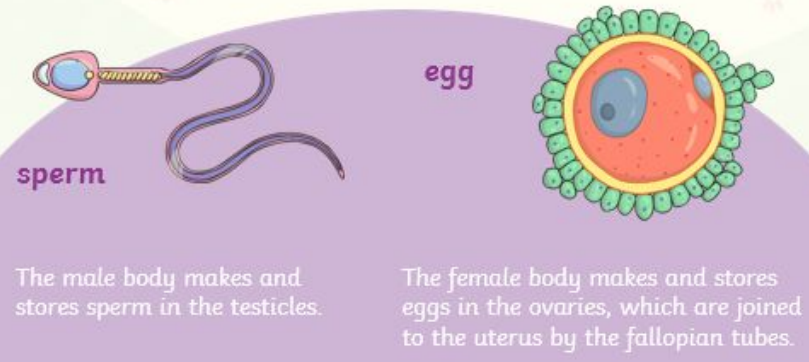
Some things inside are the same in males and females.



But some things inside are quite different.



Both the male and the female are needed to make a baby. They each produce and store a special ingredient needed for human reproduction.



When the sperm and the egg meet, they join together and form the start of a baby.

When the baby is growing inside the female's body, it is called a **foetus**.



# Right to withdraw

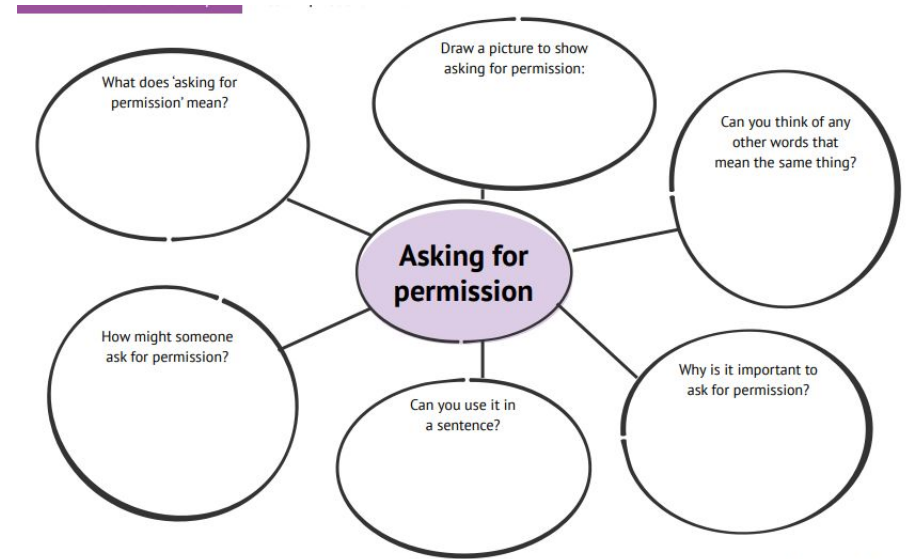
The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

There is no right to withdraw from Relationships Education at primary or secondary as the government believes the contents of these subjects – such as family, friendship, safety – are important for all children to be taught.

At Hotham, parents can withdraw their children from 2 lessons in Year 6 which go beyond the primary requirements. At primary level, the head teacher must grant this request.

# Consent

We are teaching our children to feel safe and to be empowered.





# How can I support my child?

## TALK...

- **to your children.** Ask them about lessons at school. Say what your views and values on relationships are. Answer their questions.
- **to your school,** especially if you have concerns. Initially talk to your child's class teacher. They might suggest you discuss the matter with SLT if concerns remain.
- **to other parents,** especially from your community and those with similar beliefs to yourself.

# How can I support my child?

## LISTEN...

- **to your children**, their questions and wishes.
- **to your child's teacher/ SLT**. Clearly understand the school's values, policy and approach to RSE.
- **to the opinions of other parents** and how they manage this with their children.

**Any questions?**