



# Headteacher Coffee Morning PSHE and RHE

Tuesday 16th May 2023

**Get the facts**  
on Relationships  
and Sex Education

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

  
Department  
for Education

# This session

- Why should we teach RHE?
- Share DfE statutory guidance
- Understand Hotham's approach and policy
- Curriculum overview
- Right to withdraw
- Consent
- Questions

# DfE Statutory Guidance

- 2019 - First published
- Sep 2020 - was set to become statutory but delayed
- Sep 2021 - **Relationships Education** became compulsory in primary schools (including faith schools)

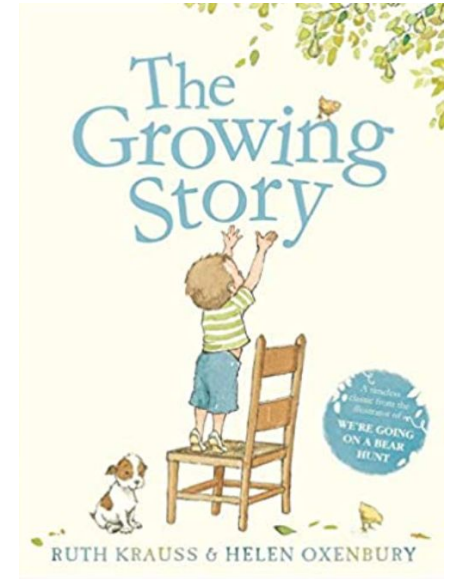
# DfE Statutory Guidance

Sex education is not compulsory in primary schools and the content set out in our policy (and the guidance) focuses on Relationships Education.

The content set out in the DfE guidance covers everything that primary schools should teach about **relationships** and **health**, including **puberty**.

# Hotham's Approach to RHE

- graduated, age-appropriate programme
- taught through science, PSHE, RE
- also covered through assemblies, pastoral support, high quality picture books across the curriculum and our Hotham values
- takes account of the developmental differences of children
- appreciates different faith and cultural backgrounds of our families
- Year 6 - last term (non compulsory)



# 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
- 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)

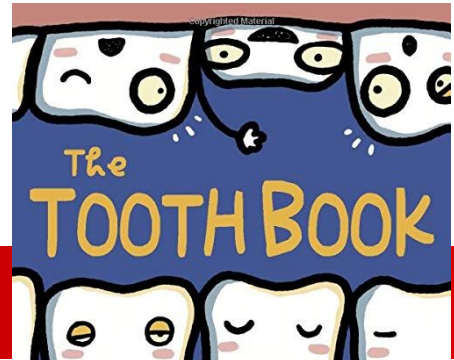
Year 5 pupils should be taught to:

- 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:

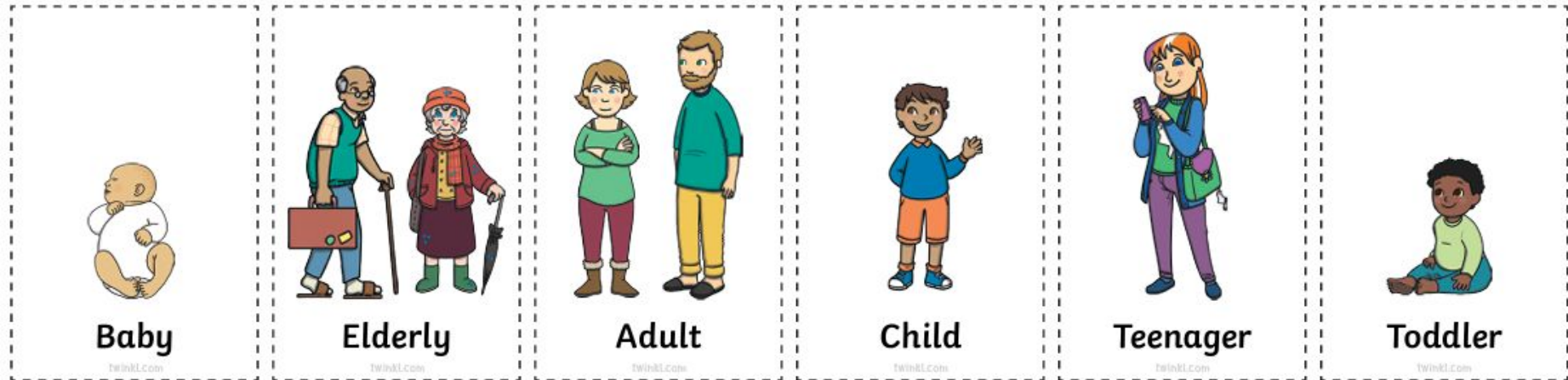
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

	Autumn	Spring	Summer
Nursery	<p><b>Autumn</b></p> <p>Teamwork and friendship - Class identify Transition and feelings - Bravery, fear, family relationships Families - Home and belonging, respect Family celebrations - birthdays, familiar events Seasonal changes - harvest, healthy eating, respect for the environment Day and night - responsibility, independence Christmas celebrations - how different families celebrate</p>	<p><b>Spring</b></p> <p>Traditional Tales from around the world linked to Hotham values eg Three Little Pigs showing resolve for building house back up; Goldilocks - respect for others Lunar New Year Celebrations Dinosaur Dig - parts of the body Growing - life cycle of bean</p>	<p><b>Summer</b></p> <p>Transport - wider world, where I live Food - making healthy choices, trying new food Farm animals - knowing that babies sometimes look like mums/dads and sometimes they don't eg swan/duck Other animals eg jungle, safari, forest - wider world Minibeasts - changes, growing, life cycles eg caterpillar to butterfly Oceans - wider world Transition - moving on, the future</p>
Reception	<p><b>Autumn</b></p> <p>Friendship - transition, settling into Reception Our feelings - understanding, naming and identifying our emotions Class identity - teamwork, friendship Likes and dislikes - being different, acceptance Celebrations - Festivals of light, family, belonging Autumn season - wider world Christmas - understand this is a Christian celebration, respect Winter season - kindness, caring for our natural world</p>	<p><b>Spring</b></p> <p>Self-regulation - calming down, saying sorry, respect for each other Antarctica - Perseverance, caring for our natural world People in our community - who can help me? growing up, jobs Castles - British values, responsibility Healthy bodies - what humans need (healthy food, water, exercise, sleep) keeping clean, eg teeth brushing, sensible screen time Local area - transport, our environment</p>	<p><b>Summer</b></p> <p>Protect the planet - responsibility Bees and pollination - changes in plants Lifecycle of a hen - Growing and changing Animals and habitats - body parts, diet, teeth Oceans - protect sea life, responsibility Space - wider world, not giving up, Transition- proud moments, reaching for our goals, looking forward to the future</p>





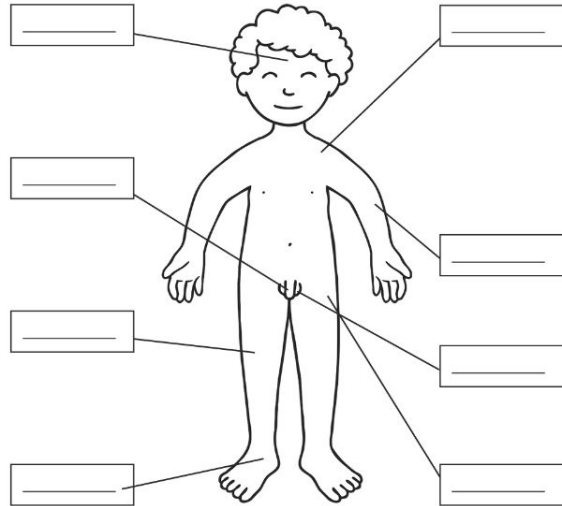
Year 1	Autumn	Spring	Summer
	<p>Feeling and emotions:</p> <ul style="list-style-type: none"> <li>- Showing and sharing feelings</li> <li>- Kind/unkind and right/wrong behaviour</li> <li>- Teasing and bullying</li> <li>- How bodies and feelings can be hurt</li> </ul> <p>Valuing difference:</p> <ul style="list-style-type: none"> <li>- Listening to others and taking turns</li> <li>- Similarities and differences between myself and others</li> <li>- Recognise everyone is equal</li> </ul>	<p>Healthy lifestyle:</p> <ul style="list-style-type: none"> <li>- Identify ways I can take care of myself</li> <li>- Identify healthy foods</li> <li>- Describe effects of physical activity and sleep</li> <li>- Dental health</li> </ul> <p>Healthy relationships:</p> <ul style="list-style-type: none"> <li>- Secrets and surprises</li> <li>- Special people</li> <li>- Identifying different types of touch</li> <li>- Recognise I have a choice about being touched (consent)</li> </ul>	<p>Growing and changing:</p> <ul style="list-style-type: none"> <li>- Identify what I am good at, what I need help with and set goals</li> <li>- Identify ways to celebrate achievements</li> <li>- Explain how my needs have changed since I was a baby</li> <li>- Identify physical similarities between boys and girls</li> <li>- Use correct names for parts of the body</li> </ul> <p>Keeping safe:</p> <ul style="list-style-type: none"> <li>- Household products and medicines</li> <li>- Rules to keep me safe</li> <li>- Trusted adults</li> <li>- Privacy</li> </ul>



Year 2	Autumn	Spring	Summer
	<p>Feeling and emotions:</p> <ul style="list-style-type: none"> <li>- Helpful/unhelpful ways of sharing feelings</li> <li>- Strategies for managing own behaviour</li> <li>- Responding to the feelings of others</li> </ul> <p>Valuing difference:</p> <ul style="list-style-type: none"> <li>- Listening attentively</li> <li>- Give reasons for my opinions and views</li> <li>- Understanding of 'unique'</li> </ul>	<p>Healthy lifestyle:</p> <ul style="list-style-type: none"> <li>- Long term and short term benefits of healthy choices</li> <li>- Consequences of choices</li> <li>- Diseases, personal hygiene and vaccinations</li> </ul> <p>Healthy relationships:</p> <ul style="list-style-type: none"> <li>- Resolving arguments/disagreements</li> <li>- My body and privacy</li> <li>- Surprises that are nice to keep a secret</li> <li>- Types of touch that are nice</li> </ul>	<p>Growing and changing:</p> <ul style="list-style-type: none"> <li>- Mistakes and learning</li> <li>- Targets and goal setting</li> <li>- Recognise male and female sex parts</li> </ul> <p>Keeping safe:</p> <ul style="list-style-type: none"> <li>- Household products and medicines</li> <li>- Keeping safe in familiar/unfamiliar situations</li> <li>- Asking for help in different contexts</li> <li>- Privacy</li> <li>- Trusted adults</li> </ul>

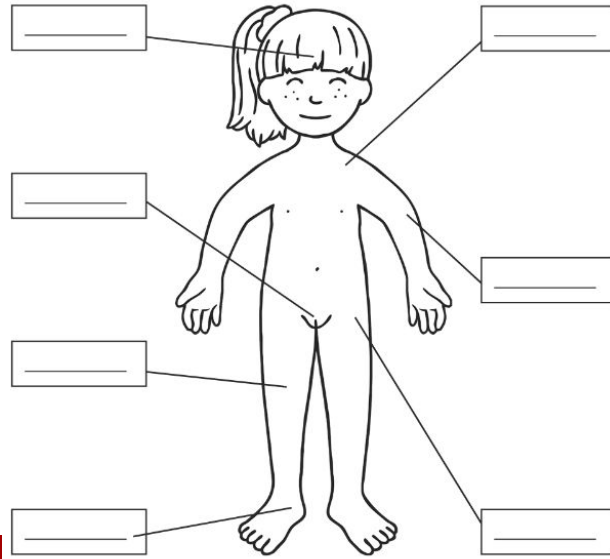
### Body Parts and Private Parts

ankle      elbow      penis      hip  
 shoulder      forehead      thigh      testicles



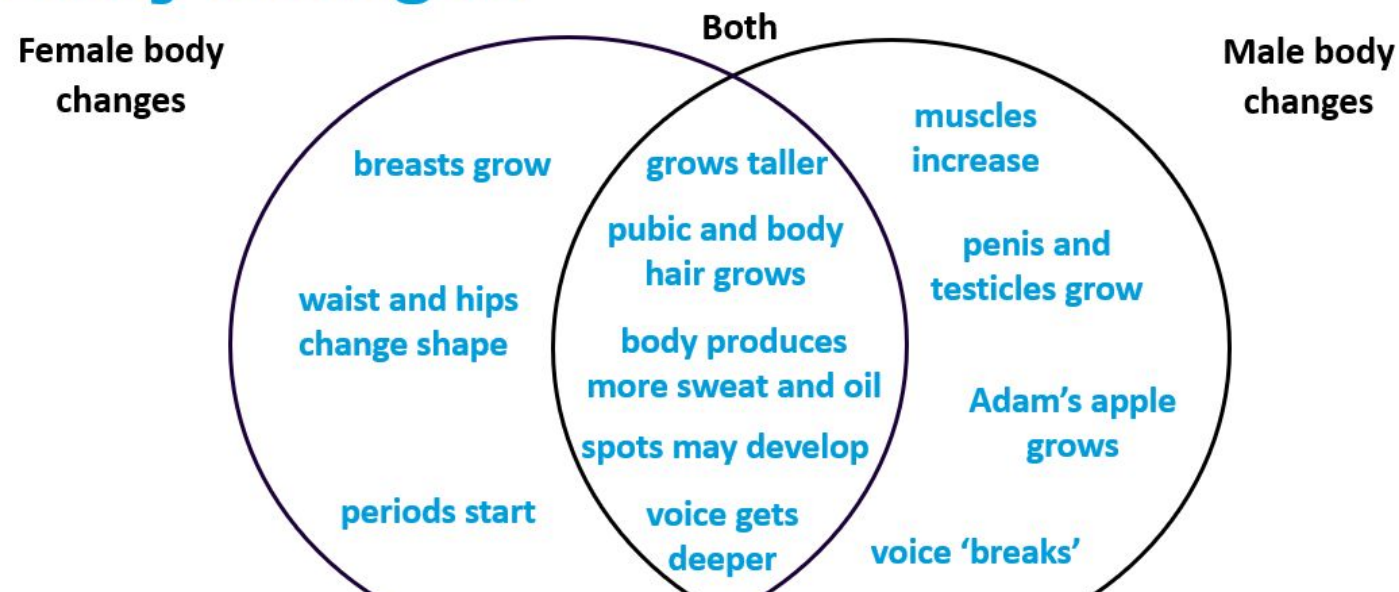
### Body Parts and Private Parts

ankle      elbow      vulva      waist  
 shoulder      forehead      thigh



Year 3	Autumn	Spring	Summer
	<p>Feeling and emotions:</p> <ul style="list-style-type: none"> <li>- Feelings and behaviour</li> <li>- Confidentiality vs unsafe secrets</li> <li>- What is a dare?</li> </ul> <p>Valuing difference:</p> <ul style="list-style-type: none"> <li>- Expressing views constructively and responding sensitively to others</li> <li>- Similarities, differences and equality</li> <li>- Responding to teasing/bullying</li> <li>- Stereotypes</li> </ul>	<p>Healthy lifestyle:</p> <ul style="list-style-type: none"> <li>- Balanced lifestyles</li> <li>- Informed choices and negative/positive consequences</li> <li>- Images in the media</li> <li>- Habits</li> <li>- Risks and common drugs (caffeine, alcohol, tobacco)</li> </ul> <p>Healthy relationships:</p> <ul style="list-style-type: none"> <li>- Relationships and positive/negative actions</li> <li>- Acceptable/unacceptable physical contact</li> <li>- Personal boundaries/right to privacy</li> </ul>	<p>Growing and changing:</p> <ul style="list-style-type: none"> <li>- Aspirations and reflecting on achievements</li> <li>- Mistakes and improvement</li> <li>- How feelings are experienced in the body</li> <li>- Managing life changes</li> <li>- Physical and emotional changes during puberty</li> </ul> <p>Keeping safe:</p> <ul style="list-style-type: none"> <li>- Positive and negative pressures</li> <li>- Physical safety in a variety of contexts</li> <li>- Online safety rules and practices</li> <li>- Appropriate people to talk to for help</li> </ul>

## Body changes



Year 4	Autumn	Spring	Summer
	<p>Feeling and emotions:</p> <ul style="list-style-type: none"> <li>- Feelings, thoughts and behaviour</li> <li>- When we should/shouldn't keep things confidential/secret</li> <li>- Recognising dares and why peers 'dare' others</li> </ul> <p>Valuing difference:</p> <ul style="list-style-type: none"> <li>- Playful teasing, hurtful behaviour and bullying</li> <li>- Discrimination</li> <li>- Challenging stereotypes</li> </ul>	<p>Healthy lifestyle:</p> <ul style="list-style-type: none"> <li>- Short and long term consequences of choices</li> <li>- Influence of images in the media</li> <li>- Impact of bacteria and viruses</li> <li>- Helpful and unhelpful habits</li> <li>- Choices and common drugs</li> </ul> <p>Healthy relationships:</p> <ul style="list-style-type: none"> <li>- Positive and healthy relationships</li> <li>- Responsibilities and respectful behaviour</li> <li>- Respecting 'body space'</li> <li>- Teamwork and working with a partner</li> <li>- Compromises at home and school</li> <li>- Personal boundaries/privacy in different contexts (including online)</li> </ul>	<p>Growing and changing:</p> <ul style="list-style-type: none"> <li>- Strengths, goals, actions, self-improvement</li> <li>- Experiencing multiple feelings/emotions</li> <li>- Change/loss</li> <li>- Effects of puberty on male and female bodies / changes in the human life cycle</li> </ul> <p>Keeping safe:</p> <ul style="list-style-type: none"> <li>- Risk, danger and hazards</li> <li>- Managing and resisting pressure</li> <li>- Health and safety rules</li> <li>- Procedures for danger/emergencies</li> <li>- Consequences of not following online safety rules</li> <li>- Different ways to ask for help (websites and hotlines)</li> </ul>
Year 5	Autumn	Spring	Summer
	<p>Feeling and emotions:</p> <ul style="list-style-type: none"> <li>- Language and strategies for dealing with emotions</li> <li>- Warning signs for needing to share a secret/confidence quickly</li> <li>- Differences between 'dares' and 'positive challenges'</li> <li>- Managing 'dares'</li> </ul> <p>Valuing difference:</p> <ul style="list-style-type: none"> <li>- Challenging viewpoints and raising concerns</li> <li>- Stereotyping, prejudice and discrimination</li> </ul>	<p>Healthy lifestyle:</p> <ul style="list-style-type: none"> <li>- Physical, mental and emotional health</li> <li>- Positive, negative and neutral consequences of choices</li> <li>- Choices to take care of body and mind</li> <li>- Who/what influences choices?</li> <li>- Exploring why images are altered</li> <li>- Risks and effects of legal and illegal substances</li> </ul> <p>Healthy relationships:</p> <ul style="list-style-type: none"> <li>- Uniqueness of friendships and families</li> <li>- Positive relationships (emotional and physical)</li> <li>- Consequences of positive/negative behaviour</li> <li>- Physical touch (appropriate/inappropriate, acceptable/unacceptable, wanted/unwanted)</li> <li>- Right to privacy vs things that should never be kept secret/private</li> </ul>	<p>Growing and changing:</p> <ul style="list-style-type: none"> <li>- Admirable qualities and high aspirations</li> <li>- Conflicting thoughts and emotions &amp; making/managing decisions</li> <li>- Treasuring and sharing memories</li> <li>- How puberty relates to the sex cells</li> <li>- Links between love, committed relationships/marriage and conception.</li> </ul> <p>Keeping safe:</p> <ul style="list-style-type: none"> <li>- Responsivity for safety (myself and others)</li> <li>- Influence of peers on behaviour</li> <li>- Skills to use when pressured to do something dangerous, unhealthy, wrong etc.</li> <li>- The right to protect and look after your own body</li> <li>- Types of information to not share online</li> </ul>

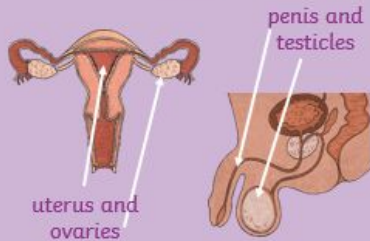
Year 6	Autumn	Spring	Summer
	<p>Feeling and emotions:</p> <ul style="list-style-type: none"> <li>- Empathise with others and respond appropriately</li> <li>- Evaluate reasons for confidentiality</li> <li>- Dares, pressure and shared responsibility</li> </ul> <p>Valuing difference:</p> <ul style="list-style-type: none"> <li>- Strategies to challenge viewpoints/raise concerns</li> <li>- Factors that contribute to identity</li> <li>- How images/language can either challenge or perpetuate stereotypes</li> <li>- Exploring inclusion and consequences of prejudice/discrimination</li> </ul>	<p>Healthy lifestyle:</p> <ul style="list-style-type: none"> <li>- Influences on individuals' choices relating to food and drink</li> <li>- Media, digitally enhanced images and well-being</li> <li>- Habits e.g. smoking, coffee, alcohol, or other drugs</li> </ul> <p>Healthy relationships:</p> <ul style="list-style-type: none"> <li>- Changing relationships as I get older</li> <li>- Strategies for dealing with pressure that makes me feel unsafe/uncomfortable in a relationship</li> <li>- Beliefs and values that influence a couple's choice to marry/have a civil partnership</li> <li>- Marriage as a legal commitment</li> <li>- How the need for privacy changes</li> </ul>	<p>Growing and changing:</p> <ul style="list-style-type: none"> <li>- Aspirations for secondary school</li> <li>- Coping strategies for loss, change or transition</li> <li>- Identify how sex parts relate to how a baby is made</li> <li>- Understand simple terms of 'consent' and 'consenting'</li> <li>- Explain that pregnancy can be prevented with 'contraception'</li> </ul> <p>Keeping safe:</p> <ul style="list-style-type: none"> <li>- Evaluating risks and predicting consequences</li> <li>- Strategies to resist pressure/influences e.g. peer pressure</li> <li>- Misuse of personal information – including images/texts</li> <li>- Positive mobile phone user habits</li> </ul>

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

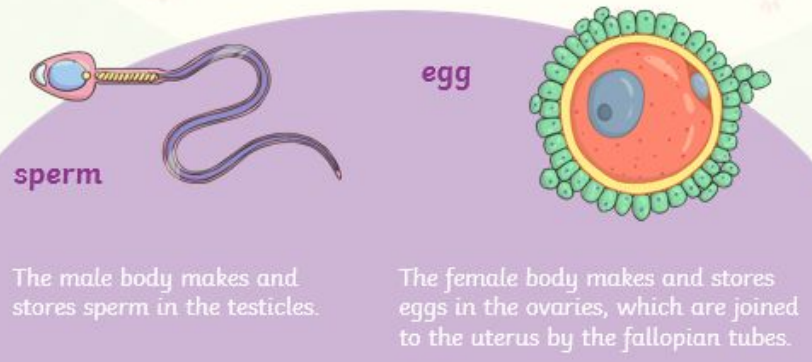
Some things inside are the same in males and females.



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.

A 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



Privates are private +

Always remember your body belongs to you +

No means no +

Talk about secrets that upset you +

Speak up, someone can help +

3

**Someone hugs you.**



You are waiting in the dinner queue and someone puts their arms around you.

Giving Consent - Scenario

A friend asks if you will come with them to meet someone they have met online.



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Giving Consent - Scenario

You are shopping with a friend's family. You both want to try on some clothes and your friend suggests sharing a changing room.



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# Questions