

Relationship and Health Education (Primary Education)

Key Points:-

- From September 2020, Relationship and Health Education will become statutory. Schools are encouraged to implement this from September 2019 (DfE has offered to support early adopters with training). Applies to all schools regardless of status.
- This will form part of the basic curriculum; the guidance sets out that “By the end of primary school” which will have implications for infant / junior only schools. Schools do have flexibility of what to cover and when.
- The curriculum should be age appropriate but spirals / developed over all year groups.
- There are multiple strategies / ideas being linked into this curriculum: -
 - o **OFSTED:** curriculum research in OFSTED, social justice (OFSTED), memory development and schemata (OFSTED), character education (DofE and OFSTED),
 - o **DfE specifically:** Prevent strategy, life-saving skills, Activity Passports and developing resilience, supporting vulnerable students, mental health and emotional/mental wellbeing, social mobility, tackling exploitation, Keeping Children Safe in Education (Safeguarding – which requires students being taught about safeguarding) and SMSC provision, Respectful Schools Communities (Toolkit), Behaviour and Discipline in schools, Equality Act 2010, SEND, Alternative Provision, Mental Health and Behaviour in Schools, Preventing and Tackling Bullying, Sexual Violence and Sexual Harassment Between Children in Schools, National Citizen Service.
 - o **Across Government:** Obesity strategy, Public Health England, Healthy Schools Status.
 - o Requirement for a written Relationship Education (current requirement) Policy and published. This should be written in consultation with students, teachers, parents, governors and wider community. (Sample policy will be written when the guidance is finalised). All schools may teach about faith perspectives in conjunction with RSHE, but not required.

PSHE between now and September 2020:

- 2019-2020: PSHE is advisory. Schools are encouraged to be using the RSHE guidance but not required to do so.
- 2020-2021: RSHE becomes statutory and using guidance.

Knowledge, Skills and Virtues (all of equal value):-

- **Knowledge:** Identified a wide range of topics grounded into 14 themes (6 themes in Relationship Education and 8 themes in Health Education). Worth noting, certain themes traditionally connected to PSHE have not been included (for example finance education, careers and work-related learning, key topics in safety etc.) RHE curriculum is encouraged to be taught as part of a wider Personal, Social, Health and Economic (PSHE) Education.
- **Skills:** Very grounded in teaching PSHE and Citizenship; both knowledge and life-skills have always been intrinsically linked.
- **Virtues (teaching of these is a subject of debate in PSHE teaching):** resilience, self-belief, perseverance, working towards long term goals, dealing with set-backs, self-respect, self-worth, honesty, integrity, courage, humility, kindness, generosity, trustworthiness, sense of justice. Opportunities for social action, active citizenship and voluntary service are encouraged.

Curriculum:

- **Parents and Guardians:** No parental right to withdraw for Relationship or Health Education; right to withdraw from all or some Sex Education (but no definition included in the guidance regarding this.) Schools are encouraged to work closely with parents when planning and delivering the curriculum including the purpose of and content of the curriculum where teaching Sex education. Where schools choose to teach sex education, the Head should discuss the request with the parent (and child if appropriate) including the detrimental impact of withdrawing from the curriculum. For the vast majority of SEND students, this should not be a consideration in granting a parental request. Parents do have the automatic right to withdraw (except for content taught through the Science curriculum) which cannot be queried.
- **Timetabling:** Schools are encouraged to have timetabled PSHE / RHE programme with good outcomes and to have a lead teacher to oversee the subject. The lead teacher needs to work closely with related curriculums (Citizenship, Science, Computing, PE, English, transition, Safeguarding and Pastoral support etc).
- **Equality:** the curriculum can be written in conjunction with faith reflecting the view of the religion.
 - o Schools cannot discriminate based on the protected characteristics (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation).
 - o Schools can make reasonable adjustments to alleviate disadvantage or to take proportionate positive action to deal with a disadvantage affecting one group because of a protected characteristic e.g. supporting girls where there is evidence of disproportionate sexual violence/harassment. Gender equality is actively encouraged including in RHE.
 - o **SEND Students:** The curriculum should be accessible to all; the curriculum links in particular into preparing for adult outcomes guidance. Schools are encouraged to work with parents so that they know what is taught and when. Right to tailor the curriculum to meet the specific needs of students.
 - o **LGBTQ Specific Content:** Schools can determine how to address this; recommends that this is integral throughout the programme of study.
- **Working With External Agencies:** should be used to enhance and not replace teaching. They should be checked including content in advance to support with differentiation, visitors aware of issues around confidentiality and credentials checked.
- **Specific Content:** Included within this guidance; a subject audit tool (Sandwell specific) and toolkit (from the PSHE Association and Sex Education Forum) will be forwarded shortly to identified staff in each school. In-school support and resources will continue.
- **Physical Health and Mental Wellbeing:** Schools are encouraged to have a whole-school approach to teaching and promoting health and wellbeing (with links made to behaviour and attainment). The curriculum is the core themes; where local issues are arising, schools have the freedom to address these as well. Included within this is the importance of hobbies, developing interests, participation in the community including practising service to others and spending time with others (links can be made to the Activities Passports, December 2018).

Appendix 1: The RSHE Curriculum (contained within the draft guidance and to be finalised by July 2018).

Relationship Education (Primary)

By the end of primary school:

Families and people who care for me	<p>Pupils should know</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 for them. • 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. <i>NB Civil Partnerships have been removed from the draft statutory guidance.</i> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</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.
Respectful relationships	<p>Pupils should know</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 that 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.

	<ul style="list-style-type: none"> • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</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.
Being safe	<p>Pupils should know</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) who 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 self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice from e.g. family, school and/or other sources.

By the end of primary school:

Health Education (Primary)

Mental wellbeing	<p>Pupils should know</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 impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.
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	<ul style="list-style-type: none"> • 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 resolve if the right support is made available and accessed, especially if they access support as early as possible.
Internet safety and harms	<p>Pupils should know</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 balancing 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.
Physical health and fitness	<p>Pupils should know</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.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories, and 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).
Drugs, alcohol and tobacco	<p>Pupils should know</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.
Health and prevention	<p>Pupils should know</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.

	<ul style="list-style-type: none"> • 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, the importance of handwashing. • the facts and science relating to immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • know 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.
Changing adolescent body	<p>Pupils should know:</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.