



RELATIONSHIPS, HEALTH & SEX EDUCATION AT WOODVALE

INFORMATION FOR PARENTS



GENERAL INFORMATION FOR VIRTUAL MEETINGS AND QUESTIONS?

- Please put any questions you have in the chat box so we can address it during or at the end of the meeting.

AIMS OF THIS SESSION:

- Sharing Department for Education RSE Guidance.
- The purpose of PSHE/ RSE in the curriculum – why it is important.
- Examples of PSHE planning at Woodvale, links to PSHE Association resources.
- Information about Woodvale's RSE Policy.
- How you can support your child at home.
- Opportunity to ask any questions.

WHAT IS RSE?

Taken from DfE's RSE guidance document:

"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. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools."

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

- Relationships and Health Education is statutory for all primary pupils, however parents still have the right to withdraw their child from Sex education.
- [Link to Government Guidance- Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)

THE PURPOSE OF PSHE/ RSE IN THE CURRICULUM:

PSHE education:

- Contributes to physical and mental health and wellbeing, encouraging individual responsibility for health.
- Contributes to the safety and protection of our children and young people, from staying safe online to understanding risks associated with drugs and alcohol.
- Promotes independence, resilience and responsibility — preparing children and young people for future roles as parents, employees and leaders.
- Supports employability by developing the personal and social skills demanded by commerce and industry.
- Supports pupils to be critical consumers of information, and develops the skills to identify misleading news or views on social media and elsewhere.

National Headlines:

- According to [new YouGov polling](#), 90% of parents agree that PSHE education should be taught in all schools. This is the first time parental support for statutory PSHE has reached 90% - a major milestone.
- At the same time, young people have again expressed a need for lessons to help them negotiate life's challenges and opportunities. 967,000 young people voted in this year's UK Youth Parliament (UKYP) campaign to choose UKYP's priorities for the year ahead. The results were released on Friday, with a 'curriculum for life' and 'compulsory mental health education' voted as two of the three most important topics amongst young people.

THE PURPOSE OF PSHE/ RSE IN THE CURRICULUM AT WOODVALE:

- We asked the pupils to complete a questionnaire about the teaching of PSHE at Woodvale.
- One of the questions they were asked was to rank the different themes within PSHE from what they felt was the most important to the least important.
- Pupils considered the following themes as important-
- Healthy relationships
- Healthy lifestyles
- Keeping safe
- Hurtful behaviour and Anti-bullying

AIMS & ETHOS OF OUR PSHE/ RSE CURRICULUM:

- We use the PSHE association programme of study as the basis of our PSHE curriculum at Woodvale.
- As a school we decided to adopt a thematic approach to how PSHE is planned and taught- this means that the whole school focuses on the same theme each term.
- The three themes are- Autumn- Relationships, Spring- Living in the Wider World & Summer- Health and Well-being.
- Each theme is split into three smaller units –
- Each year group has their own medium term plan.
- This includes- programme of study references,
 - aims of the unit, suggested number of sessions and
 - key questions/ resource links.

LONG TERM PLAN:

WOODVALE
PRIMARY ACADEMY
PSHE Long Term Plan: 2020-21

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health & Wellbeing		
	Families & friendships	Safe relationships	Respecting ourselves & others	Belonging to a community	Media literacy & digital resilience	Money & work	Physical health & mental wellbeing	Growing & changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for R1, R2, R3, R4, R5	Recognising privacy; staying safe; seeking permission R10, R13, R15, R16, R17	How behaviour affects others; being polite and respectful R21, R22	What rules are; caring for other's needs; looking after the environment L1, L2, L3	Using the internet and digital devices; communicating online L7, L8	Strengths and interests; jobs in the community L14, L16, L17	Keeping healthy; food and exercise, hygiene routines; sun safety H1, H2, H3, H5, H8, H9, H10	Recognising what makes them unique and special; feelings; managing when things go wrong H11, H12, H13, H14, H15, H21, H22, H23, H24	How rules and age restrictions help us; keeping safe online H28, H34
Year 2	Making friends, feeling lonely and getting help R6, R7, R8, R9, R24	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour R11, R12, R14, R18, R19, R20	Recognising things in common and differences; playing and working cooperatively; sharing opinions R23, R24, R25	Belonging to a group; roles and responsibilities; being the same and different in the community L2, L4, L5, L6	The internet in everyday life; online content and information L8, L9	What money is; needs and wants; looking after money L10, L11, L12, L13, L15	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help H4, H6, H7, H16, H17, H18, H19, H20	Growing older; naming body parts; moving class or year H20, H25, H26, H27	Safety in different environments; risk and safety at home; emergencies H29, H30, H31, H32, H33, H35, H36, H27
Year 3	What makes a family; features of family life R1, R6, R7, R8, R9	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities L1, L2, L3	How the internet is used; assessing information online L11, L12	Different jobs and skills; job stereotypes; setting personal goals L25, L26, L27, L30	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks H27, H28, H29	Risks and hazards; safety in the local environment and unfamiliar places H38, H39, H41

WOODVALE
PRIMARY ACADEMY
PSHE Long Term Plan: 2020-21

Year 4	Positive friendships, including online R10, R11, R12, R13, R18	Responding to hurtful behaviour; managing confidentiality; recognising risks online R20, R23, R27, R28	Respecting differences and similarities; discussing difference sensitively R32, R33	What makes a community; shared responsibilities L4, L6, L7	How data is shared and used L13, L14	Making decisions about money; using and keeping money safe L17, L19, L20, L21	Maintaining a balanced lifestyle; oral hygiene and dental care H2, H5, H11	Physical and emotional changes in puberty; personal hygiene routines; support with puberty H10, H38, H40, H46	Medicines and household products; drugs common to everyday life H10, H38, H40, H46
Year 5	Managing friendships and peer influence R14, R15, R16, R17, R18, R26	Physical contact and feeling safe R9, R25, R26, R27, R29	Responding respectfully to a wide range of people; recognising prejudice and discrimination R20, R21, R31, R33	Protecting the environment; compassion towards others L4, L5, L19	How information online is targeted; different media types, their role and impact L12, L14	Identifying job interests and aspirations; what influences career choices; workplace stereotypes L27, L28, L29, L31, L32	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies H8, H9, H10, H12	Personal identity; recognising individuality and different qualities; mental wellbeing H16, H25, H26, H27	Keeping safe in different situations, including responding in emergencies, first aid and FGM H38, H43, H44, H45
Year 6	Attraction to others; romantic relationships; civil partnerships and marriage R1, R2, R3, R4, R5, R7	Recognising and managing pressure; consent in different situations R26, R28, R29	Expressing opinions and respecting other points of view, including discussing topical issues R30, R34	Valuing diversity; challenging discrimination and stereotypes L8, L9, L10, L21	Evaluating media sources; sharing things online H37, L11, L13, L15, L16	Influences and attitudes to money; money and financial risks L18, L22, L23, L24	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online H24, H33, H35, H36	Human reproduction and birth; increasing independence; managing transition H24, H33, H35, H36	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media H37, H42, H46, H47, H48, H49, H50

MEDIUM TERM PLAN EXAMPLE:

Summer- Health & Well-being	<p>Physical health and Mental wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>Suggested number of sessions: 1-4</p> <p>PoS Refs: H13. About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H15. That mental health, just like physical health, is part of daily life; the importance of taking care of mental health H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p>	<ul style="list-style-type: none"> that mental health is just as important as physical health and that both need looking after to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support how negative experiences such as being bullied or feeling lonely can affect mental wellbeing positive strategies for managing feelings that there are situations when someone may experience mixed or conflicting feelings how feelings can often be helpful, whilst recognising that they sometimes need to be overcome to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available identify where they and others can ask for help and support with mental wellbeing in and outside school the importance of asking for support from a trusted adult about the changes that may occur in life including death, and how these can cause conflicting feelings that changes can mean people experience feelings of loss or grief about the process of grieving and how grief can be expressed about strategies 	<p>How can we describe the emotions and how they change? What can help us manage feelings? What can someone do when they experience strong, challenging or conflicting emotions? When should someone seek help about how they are feeling?</p> <p>How might someone feel if someone important to them stops being their friend, being close to them, goes away or dies? What sorts of things might help someone with their feelings during times like these? Where can people get help, advice or support?</p> <p>PSHE Association Mental Health and wellbeing lessons (KS2 Y5-8) (saved in planning folder)</p> <p>Link to NSPCC Making sense of relationships: https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships</p> <p>Public Health England Rise Above KS2 Social media (saved in planning folder)</p> <p>Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 3 Managing feelings about the news https://www.theguardian.com/newswise-unit-of-work?scribrkr=412bbdb3</p>
	<p>Growing and changing Human reproduction and birth; increasing independence; managing Transitions</p> <p>Suggested number of sessions: 1-3</p> <p>PoS Refs: H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H33. About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p>	<ul style="list-style-type: none"> that can help someone cope with the feelings associated with change or loss to identify how to ask for help and support with loss, grief or other aspects of change how balancing time online with other activities helps to maintain their health and wellbeing strategies to manage time spent online and foster positive habits e.g. switching phone off at night what to do and whom to tell if they are frightened or worried about something they have seen online <ul style="list-style-type: none"> 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 	<p>Why or when might a couple decide to have a baby? What roles and responsibilities do parents have?</p> <p>Medway Public Health Directorate Primary RSE-KS2 Y8 Lesson 2 Puberty: Change and becoming independent Lesson 4 How a baby is made (saved in planning folder)</p> <p>Link to: NSPCC Making sense of relationships - Secondary school and Changing friendship: https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships</p> <p>Public Health England Rise Above KS2- Transition to secondary school (saved in planning folder)</p>

<p>H23. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>	<ul style="list-style-type: none"> that can help someone cope with the feelings associated with change or loss to identify how to ask for help and support with loss, grief or other aspects of change how balancing time online with other activities helps to maintain their health and wellbeing strategies to manage time spent online and foster positive habits e.g. switching phone off at night what to do and whom to tell if they are frightened or worried about something they have seen online 	
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LESSON PLAN EXAMPLE:

Year 6:



In today's lesson we will learn...



- ✓ What body health is
- ✓ Why we need to keep our bodies healthy
- ✓ How we can measure our physical health



How can we maintain a healthy body?



- Eating healthy foods
- Exercise
- Rest and relaxation
- Hygiene
- Sleep
- Drinking water



Words and phrases I will hear and use



- Healthy body
- Rest
- Goals
- Exercise
- Energy
- Water
- Food
- Healthy heart
- Sleep



What is body health?



- It is the condition of your body.
- Good physical health is when your body is functioning well.
- It means being fit, healthy and taking care of your whole body and its organs.



Being healthy



TASK:

1. In pairs, draw a large outline of a body.
2. Write down all the body parts which you can keep healthy and give suggested activities.



RELATIONSHIPS & SEX EDUCATION IN YEAR 6:

Example Lesson:

Learning Objective taken from Year 6 Medium Term Plan:

H33. About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
Baseline assessment	Pupils add their ideas to an outline conversation that children are having about human reproduction	5-15 minutes
Introduction: human life cycle	Using the human life cycle picture, explain how this lesson is about adult, loving relationships	5 minutes
Paired discussion	Pupils discuss how a loving adult couple might show commitment, care and love for each other	5-10 minutes
Teacher-led discussion	Teacher briefly introduces the next activity, how babies are made, what is meant by sexual intercourse and consent	5-10 minutes
Sequencing activity	After a discussion about sexual intercourse, pupils sequence how a baby is made using descriptive cards	10-15 minutes
Ask-it-basket	An opportunity for pupils to ask any questions they might have anonymously.	5 minutes
Pregnancy facts	Pupils sort given statements about pregnancy into 'true', 'false' or 'it depends'.	15-20 minutes
Extension activity: Thought bubbles (optional)	Pupils discuss what a couple might have to consider before deciding to try for a baby.	10-15 minutes
Plenary and assessment	Pupils repeat the baseline activity: concept conversation	5-15 minutes

AIMS & ETHOS CONTINUED:

- The children's work is recorded in whole class floor books:
- KSI -



KS2-



WOODVALE'S RSE POLICY:

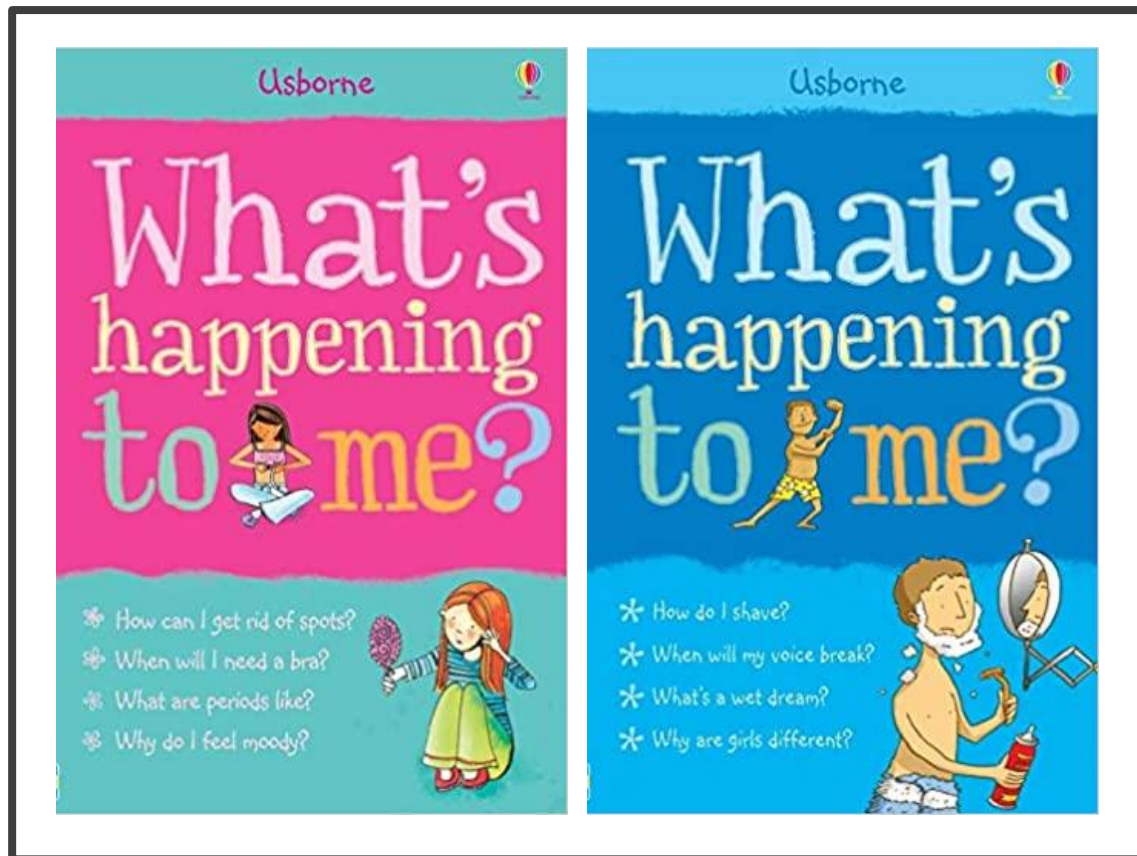


GREENWOOD ACADEMIES TRUST

Relationships and Sex Education Policy

July 2020

HOW YOU CAN SUPPORT YOUR CHILD'S PSHE/ RSE EDUCATION:



Link to Big Talk Education Website:

<https://www.bigtalkeducation.co.uk/parents/?scrilybrkr=50036cf8>

Public Health England Website:

<https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview> these resources are more aimed at secondary schools however some of the content on this website links to some of the content being taught in Year 6 so it may help you to better understand what your child will be learning.