

## RSHE Consultation Information:



There are new legal requirements under which primary schools in England will be required to teach Relationships Education as well as which the Department for Education (DfE) recommends that 'all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'. In addition to these changes primary schools now have a statutory duty to teach the new Health Education curriculum.

As children's prime educators it is vital that the school works with parents and carers to ensure that every child receives a curriculum which is meaningful, relevant and appropriate to them as well as equipping children with knowledge and understanding which will support them in making well informed decisions to keep themselves safe & happy.

You will find below an overview of the RSHE curriculum for schools in the Agate Momentum Trust which has been devised in collaboration with:

- \* over 30 governors who are Newham parents/carers
- \* Young people's sexual health services
- \* LGBTQ+ community - individuals, groups and teachers who identify as LGBTQ+
- \* Councilors - over 30 Newham Councilor
- \* Teachers
- \* RSE leads in Birmingham, Redbridge & Tower Hamlets
- \* Governors & Trustees
- \* Faith groups - 20 Survey Monkey responses & meeting held with 30 Imams
- \* SACRE - 19 individuals representing Muslims (Sunni & Shia), Christians (Catholic & Protestant), Hindus, Buddhists, Jews, Sikhs, Humanists
- \* Pupils - three primary schools & three secondary schools
- \* SEND Educational Services
- \* DfE & OfSTED
- \* Head Teachers including Nursery Head Teachers

This identifies those aspects which are statutory and which we are bound, by law, to teach and those aspects in addition to statutory elements which we have chosen to include as a result of the consultation described above.

## Sex Education: What's statutory & what's not?

Sex education within the context of the Science National Curriculum is statutory & therefore schools have a duty upon them to ensure this is planned for and delivered (this has not changed & has been statutory since the introduction of the existing science curriculum in 2014)

- Any sex education that does not fall into the science curriculum (below) is not statutory at KS1 & KS2 and therefore parents have a right to withdraw children from those elements (if taught) as from Sept 2020 e.g. how a [human] baby is conceived and born.

Relationships & Health Education are statutory from Sept 2020 in Primary Schools

### What does the Science National Curriculum (which schools have a statutory duty to deliver) say relating to sex education?

#### KS1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. *(Non statutory notes & guidance: Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes)*
- notice that animals, including humans, have offspring which grow into adults *(Non statutory notes & guidance: They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.)*

#### KS2

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. *(Non statutory notes & guidance: They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. ... Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. ... They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow. )*
- describe the changes as humans develop to old age. *(Non statutory notes & guidance: Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. )*
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents *(Non statutory notes & guidance: They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. )*

### **Relationships Education (Statutory):**

- “Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.”
- “Through Relationships Education, schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies.”

#### **By the end of primary school: Pupils should know**

- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- 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 report concerns or abuse, and the vocabulary and confidence needed to do so.

### **Health Education (Statutory):**

#### **Context**

- “Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.”
- “The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.”

#### **By the end of primary school: Pupils should know**

- 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.

## **Newham Relationships & Health Policy:**

### **Y1-2: Being safe**

- 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.

### **Y3-4: Families and people who Care for me**

- 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.

### **Changing adolescent body**

- 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.

### **Y5-6: Changing adolescent body**

- 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.

Non Statutory elements of Sex Education which the Trust has made the decision to include in its sex education curriculum informed by and aligned with Newham, government, National, Unions, OfSTED, parent groups, community groups, pupils in Newham secondary schools (from which parents are entitled to withdraw children as from as from Sept 2020) are:

- how a baby is conceived and born

The full text re: this in the DfE guidance reads:

*"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. 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. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children."*

**Further guidance can be found online at:**

Family Planning Association Guide:

<http://www.fpa.org.uk/relationships-and-sex-education/teachers/statutory-rse-england-simple-guide>

PSHE Association:

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/roadmap-statutory-rse>

Parentkind: <https://www.parentkind.org.uk/Parents/Relationships-Education-and-Relationships-and-Sex-Education-RE-RSE>

**Sex and Relationship Education Guidance: what must be taught:**

It should ensure that both boys and girls know about puberty and how a baby is born – as set out in Key Stages 1 and 2 of the National Science Curriculum

<https://commonslibrary.parliament.uk/research-briefings/sn06103/> (House of Commons briefing paper re: Relationships and sex education in schools (England))

You are invited to complete the RSHE consultation google form which you will find on the school website with any comments, questions and concerns you have with the new statutory changes the government has put into place.