Human Relationships and Sex Education (HRSE)





Human Relationships and Sex Education (HRSE)

Human Relationships and Sex Education (HRSE)

Department for Education

Relationships Education, Relationships and Sex Education (RSE) and Health Education



Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

By September 2020…

Content must be **age appropriate** and **developmentally appropriate**. It must be taught **sensitively and inclusively**, with **respect to the backgrounds and beliefs** of pupils and parents while always with the aim of providing pupils with the **knowledge they need of the law.**

We are clear that **parents and carers are the prime educators** for children on many of these matters. **Schools complement and reinforce this role**.

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**.

Teaching about **mental wellbeing** is central to these subjects, especially as a priority for parents is their **children's happiness**. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling **lonely**. The new subject content will give them the knowledge and capability to **take care of themselves and receive support if problems arise**.

All of this content should support the wider work of schools in helping to foster **pupil wellbeing and develop resilience and character** that we know are fundamental to pupils being **happy, successful and productive members of society**. Central to this is pupils' ability **to believe that they can achieve goals**, both academic and personal; **to stick to tasks** that will help them **achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks** and challenging periods in their lives.


mental
HEALTH


simple acts for a healthy mind



Relationships Education	Relationships and Sex Education	Health Education
All schools providing primary education, including all-through schools and middle schools.	All schools providing secondary education, including all-through schools and middle schools.	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.

There is **no right to withdraw** from Relationships Education or Health Education.

Head teachers will **automatically grant a request to withdraw** a pupil from any sex education delivered in primary schools, other than as part of the **science curriculum**.

At key stages **1 and 2**, the national curriculum for **science** includes teaching about the **main external parts of the body** and **changes to the human body as it grows from birth to old age, including puberty**.

There continues to be no right of withdrawal from any part of the national curriculum.

All schools must have in place **a written policy for Relationships Education and RSE**. Schools must **consult parents** in developing and reviewing their policy. Schools should ensure that the policy meets the **needs of pupils and parents** and **reflects the community** they serve.

In all schools, when teaching these subjects, the **religious background** of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are **appropriately handled**.


SurveyMonkey®

All schools may teach about **faith perspectives**. In particular, schools with a religious character may teach the distinctive faith perspective on relationships.

In all schools, teaching should **reflect the law** (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand **what the law allows and does not allow**, and the **wider legal implications** of decisions they may make.

Diocese of Lancaster
Education Service
Euntes in mundum

Schools should also ensure that, when they consult with parents, they provide **examples of the resources** that they plan to use as this can be reassuring for parents and enables them to continue the conversations started in class at home.

And also help support parents in **managing conversations** with their children on these issues.

Under the provisions of the Equality Act, **schools must not unlawfully discriminate** against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership , or sexual orientation (collectively known as the protected characteristics).





Diocese of Lancaster
Education Service
Euntes in mundum

Relationships Education

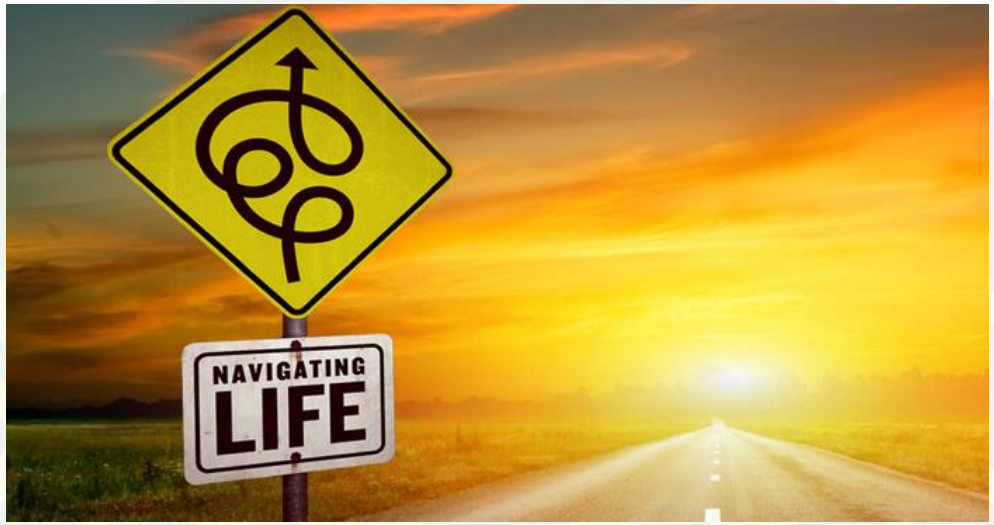
Families and people who care for me	Pupils should know • that **families** are important for children growing up because they can give love, security and stability. • the **characteristics of healthy family life**, commitment to each other, including in times of difficulty, protection and care for children 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.
	• **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. • 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	Pupils should know • 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	Pupils should know • 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** 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**.

Loving all, like Jesus,
we flourish together.

We treat everyone and everything
with respect.
We use kind hands, words and deeds.


NAVIGATING
LIFE



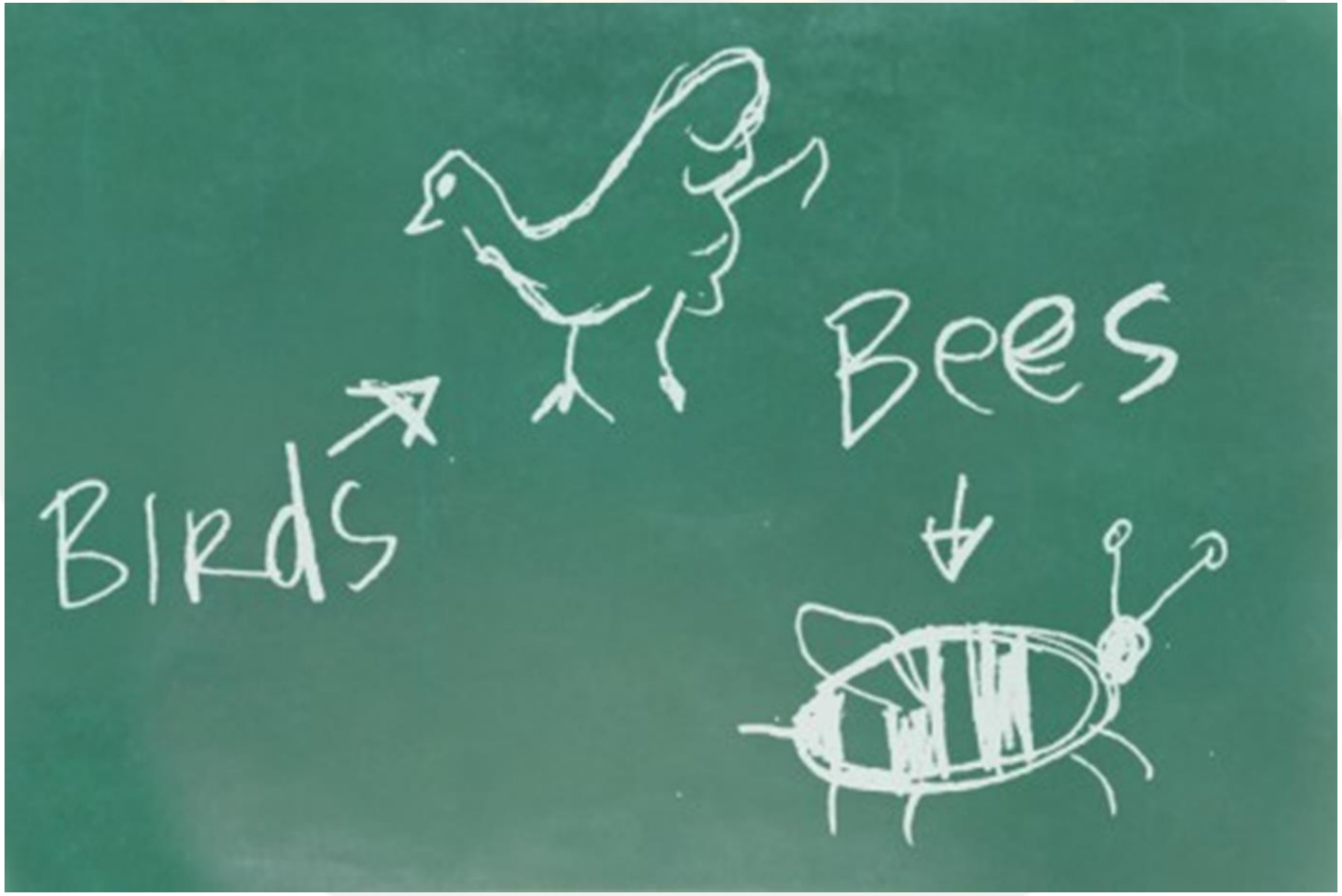
Online relationships	Pupils should know • that people **sometimes behave differently online**, including by pretending to be someone they are not. • that the **same principles apply** to online relationships as to face-to-face relationships, including the **importance of respect** for others online including 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	Pupils should know • 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) whom **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 themselves or others, and to **keep trying until they are heard**. • **how to report concerns or abuse**, and the vocabulary and confidence needed to do so. • **where to get advice** e.g. family, school and/or other sources.



Take a breather – look through the sheets. Survey Monkey?

Sex Education



Sex education is **not compulsory** in primary schools

It will be for primary schools to determine whether they need to cover any **additional content** on sex education to **meet the needs of their pupils**.

Head teachers will **automatically grant a request to withdraw** a pupil from any sex education delivered in primary schools, other than as part of the **science curriculum**.

Primary-age pupils will often ask their teachers or other adults **questions pertaining to sex or sexuality** which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, **children whose questions go unanswered may turn to inappropriate sources of information**.

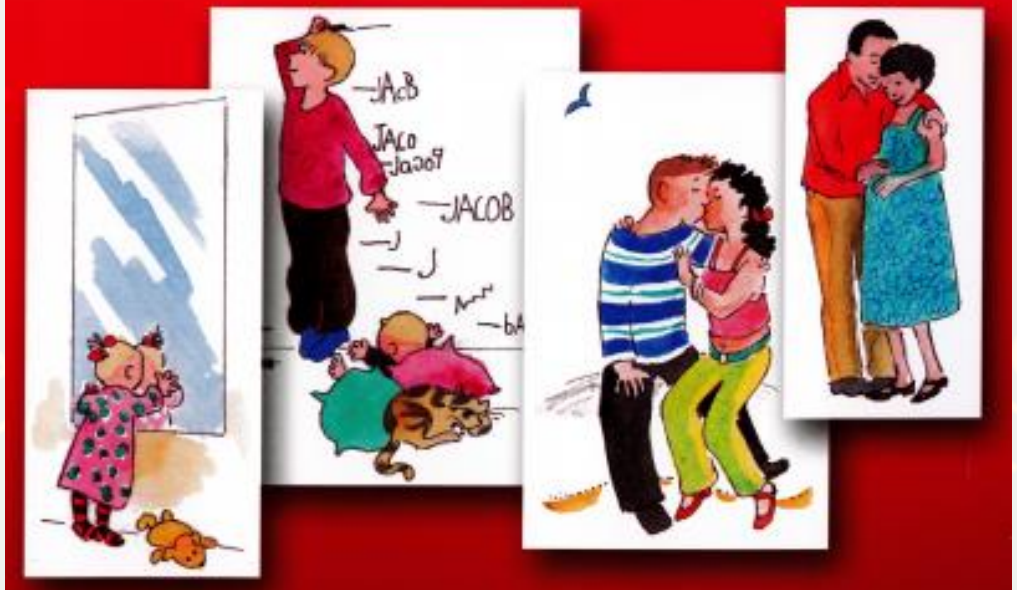
1. **Pause the conversation** and steer back on track (**make a note of question**)
2. Consult **SLT** asap
3. SLT decide **best course of action** (e.g. **meet with parents** of child/ren who address issue with support if needed

OR

deal with question **more generally** if important to address for **group/the whole class** in that cohort with parental support)

A Journey in LOVE

A developmental programme
for children in the primary years



Sr Jude Groden RSM and contributors

With a foreword by Dr Jack Dominian

Meeting these objectives will require a **graduated, age-appropriate** programme of Relationships Education. Children of the same age may be **developmentally at different stages**, leading to differing types of questions or behaviours.

Teaching methods should **take account of these differences** (including when they are due to specific special educational needs or disabilities) and the potential for **discussion on a one-to-one basis or in small groups**.

Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require **support and training** in answering questions that are better not dealt with in front of a whole class.

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.

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.


HEALTH
EDUCATION

Mental wellbeing	Pupils should know • 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 importance of rest, time spent with friends and family and the benefits of hobbies and interests. • **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 be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms	Pupils should know • that for most people the internet is an **integral part of life** and has **many benefits**. • about the benefits of **rationing 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	Pupils should know • the characteristics of 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	Pupils should know • what constitutes a **healthy diet** (including understanding calories and other 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	Pupils should know • the facts about **legal and illegal harmful substances** and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should know · 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. · 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, and the **importance of handwashing**. · the facts and science relating to **allergies, immunisation and vaccination.**

Basic first aid	Pupils should 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	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.






LOONEY TUNES






God
LOVES
everyone


Together, we make it happen.



