

RSE @ Queens

Parents Presentation

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

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

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)

A copy is available on our website and on the school app

Relationships Education (Primary)

The focus in primary school should be on teaching the **fundamental building blocks** and **characteristics of positive relationships**, with particular reference to **friendships, family relationships**, and **relationships with other children and with adults**.

This starts with pupils being taught about **what a relationship is, what friendship is, what family means and who the people are who can support them**. From the beginning of primary school, building on early education, pupils should be taught **how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact** – these are the forerunners of teaching about consent, which takes place at secondary.



Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.



From the beginning, teachers should talk explicitly about the features of **healthy friendships, family relationships** and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a **strong early understanding of the features of relationships that are likely to lead to happiness and security**. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address **online safety** and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, **sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect**.

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.

A growing ability to **form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes**, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of **resilience** and other attributes, this includes character traits such as **helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks**. Alongside understanding the importance of **self-respect** and **self-worth**, pupils should develop personal attributes including **honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice**. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), 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**. This should also include understanding **boundaries in friendships** with peers and also in families and with others, in all contexts, including **online**. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.



By the end of primary school:

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

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.

Managing difficult questions

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.**

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.



Sex Education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made **Relationships Education compulsory in all primary schools**. Sex education is **NOT** compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education

The content set out in this guidance covers **everything that primary schools should teach about relationships and health, including puberty**. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. 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. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.