

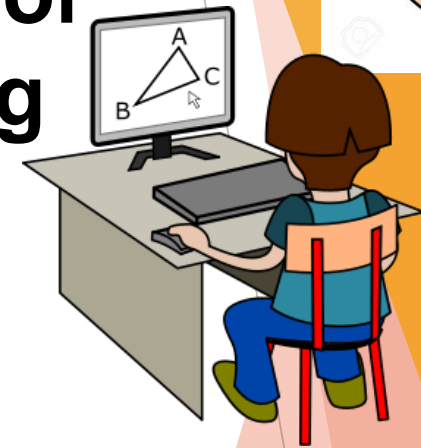
Parent Information

Relationships, Sex and Health Education



What is it?

- Emotional, social and physical aspects of growing up, keeping healthy and staying safe
- Age appropriate teaching of:
- Relationships (including LGBT), sex, human sexuality, emotional and physical health, online safety, respect for self and others and how to keep safe



RSE Relationships, Sex, Health and Wellbeing Education

What is taught?

Families and People Who Care For Us

Online Relationships

Basic First Aid

Physical Health and Fitness

Healthy Eating

Respectful Relationships

Mental Wellbeing

Caring Friendships

Being Safe

Health and Prevention

Internet Safety and Harm

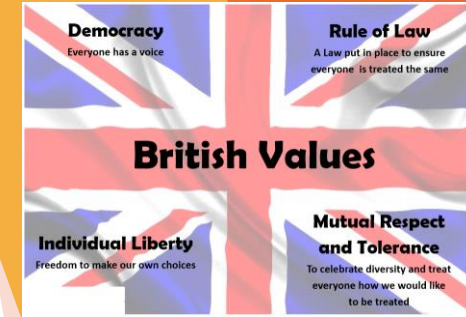
Drugs, Alcohol and
Tobacco

Changing Adolescent Body



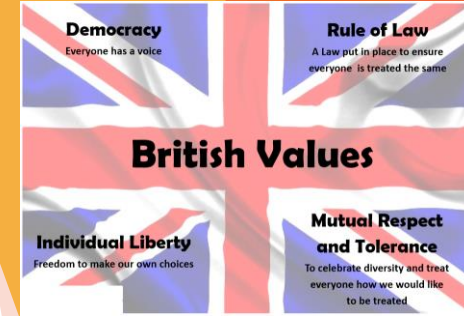
Why is it taught?

- Part of school's work to keep pupils safe and prepare them for adult life
- Reflective of modern British society
- So that young people have a basic knowledge about healthy relationships
- So that pupils are happy, healthy and safe and take responsibility
- So children make a positive contribution to society
- Links across the curriculum



How it is taught?

- In class
- 20 minutes every day, PSHE, RSE including mindfulness
- 1 hour every week PSHE/RSE sessions led by wellbeing team.
- Links with subjects across the curriculum and taught when appropriate to age group (see long term planning)



What is taught?

- **Taught in a balanced, factual manner**
- **Acknowledging there are a range of opinions, faiths and cultural views about different aspects**
- **We do not promote – we educate**



Parental Support

- **Parents are the first teachers. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.**
- **School responsibility is to ensure parents know what will be taught and when**



Long Term and Medium Term Planning

- **Website curriculum page**
- **Long term plan and medium term plans**



	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
	EYFS			Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
Being Safe	Stranger danger	Road safety	Using tools safely.	People who look after us, who to go to if we are worried (1H13)			What is 'privacy' (1H16) Acceptable physical contact (1R10)		Difference between secrets and nice surprises (1R3) Keeping safe (1H15)	Understanding personal boundaries (2R21) Acceptable physical contact (2R8) Asking for help (2H14)			Breaking a promise to 'keep a secret' (2R9))		People who are responsible for keeping us safe (2H23)	Sharing images of us (2H25)			Review and extend learning: Sharing images of us (2H25)	Taking care of our bodies (2H20)	
Physical Health and Mental Wellbeing	T&L LINK																				
Mental Wellbeing	I know who I can talk to.	I can talk about my feelings		People who look after us, who to go to if we are worried (1H13)	Communicating feelings (1R1) Good and bad feelings (1H4)	Extending vocabulary to describe feelings and developing strategies (1H4)	Healthy lifestyles (1H1) Types of Teasing and bullying (1R13)	Positive and negative influences on physical, mental and emotional health (1H1)		Dealing with conflicting emotions (2H7)		People who keep us healthy and safe and our responsibility (2H23) Recognising when we need help and skills to ask for help (2H14)	Extending understanding our feeling and how we express ourselves (2H6)	Extend Positive and negative influences on physical, mental and emotional health (2H1) Making informed choices and understanding a 'balanced lifestyle' (2H2)	Nature and consequences of discrimination, teasing, bullying and aggressive behaviour (R14)	Making informed choices and understanding a 'balanced lifestyle' (2L10)		Recognising the role of voluntary, community and pressure groups (2L10)	Extending Making informed choices and understanding a 'balanced lifestyle' (2H2)		Realise consequences of anti-social, aggressive and harmful behaviour (2L6)
Extract of our RSE Long Term Plan (Please see website for full details)																					
Internet Safety and Harms						How to maintain a healthy lifestyle (1H1)			Extend How to maintain a healthy lifestyle (1H1)	Healthy relationships (including online) (2R2)	Positive and negative influences on physical, mental and emotional health (2H1) Age restrictions to social media and computer games.			Why and how rules protect us (2L2)	Responsible use of mobile phones (2H24) Keeping safe online, sharing of information and images (2H22) Recognising bullying and abuse online and on social media (2R18)		Critically examining social media and safety (2L18)	Identifying sources of pressure to behave in unacceptable, unhealthy and unacceptable ways (2H13)		Extending Critically examining social media and safety (2L18)	

Statutory Guidance

NEW GUIDANCE		
Subject	Primary	Secondary
Relationships Education	Families and people who care for me; Caring friendships; Respectful relationships; Online Relationships; Being safe.	Families; Respectful relationships, including friendships; Online and Media; Being safe; Intimate and sexual relationships, including sexual health.
Health Education	Mental wellbeing; Internet safety and harms; Healthy eating; Drugs, alcohol and tobacco; Health and prevention; Basic First Aid; Changing Adolescent Body.	Mental wellbeing; Internet safety and harms; Physical health and fitness; Healthy eating; Drugs, alcohol and tobacco; Health and Prevention; Basic First Aid; Changing Adolescent body.

NATIONAL CURRICULUM SCIENCE		
Subject	Primary	Secondary
Science	<ul style="list-style-type: none"> - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (KS1, age 5-7) - Notice that animals, including humans, have offspring which grow into adults (KS1, age 5-7) - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Yr5, age 9/10) - Describe the life process of reproduction in some plants and animals. (Yr5, age 9/10) - Describe the changes as humans develop to old age (includes puberty) (Yr5, age 9/10) 	<ul style="list-style-type: none"> - Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta (KS3, age 11-14) - Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs) (KS4, age 14-16) - Hormones in human reproduction, hormonal and non-hormonal methods of contraception (KS4, age 14-16) - Sex determination in humans (KS4, age 14-16)



Gender identity

- **“schools need to make sure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect”**
- **“not to promote a particular sexual orientation or gender identity but to foster respect for diversity, stop bullying and encourage tolerance”**



Department
for Education



Relationships Education - Families

- Families are important for children growing up
- Characteristics of healthy family life
- Diversity in families
- Stable, caring relationships at the heart of family life
- Marriage and civil partnership are formal and legal commitments intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help



Relationships Education - Caring Friendships

- How important friendships are
- Characteristics of friendships
- Healthy friendships are positive and welcoming to others, and do not exclude
- Most friendships have ups and downs and these can be worked through
- How to recognise who to trust and who not to trust, when a friendship is making them unhappy and how to get help



Relationships Education – Respectful Relationships

- The importance of respecting others
- Practical steps to improve or support respectful relationships
- Conventions of courtesy and manners
- Importance of self-respect and how this links to their own happiness
- They should expect to be treated with respect and give that to others
- Different types of bullying and how to get help
- What a stereotype is and how they can be destructive
- Importance of permission seeking and giving in relationships



Relationships Education - Online Relationships

- People sometimes behave differently online
- The same principles apply to online relationships as offline ones
- The rules and principles for keeping safe online
- How to critically consider their online friendships and sources of information
- How information and data is shared and used online



Relationships Education - Being Safe

- What sort of boundaries are appropriate in friendships
- Concept of privacy including it is not always right to keep secrets
- That each person's body belongs to them, and differences between appropriate and inappropriate physical contact
- How to respond safely and appropriately to adults they do not know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice and help
- How to report concerns
- Where to get advice



Sex Education

- ▶ “The Department continues to recommend...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 adolescence brings and how a baby is conceived and born. As well as consulting parents more generally...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...”



Menstruation

- ▶ “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 sensible arrangements to help girls prepare for and manage menstruation including with requests for menstrual products.”



Health Education - Mental Wellbeing

- Mental health is a normal part of daily life
- Normal range of emotions and scale of emotions that all humans experience in response to stimulus
- Recognise and talk about emotions
- How to judge whether feelings and emotions are appropriate
- Benefits of physical exercise
- Simple self-care
- About isolation and loneliness and seeking support
- Bullying has a negative and often lasting impact on wellbeing
- Where and how to seek support (including triggers)
- It is common for people to experience mental ill health



Health Education - Internet Safety

- The internet is an integral part of life and has many benefits
- Benefits of rationing time online and risks
- Consider the effect of their online actions on others
- About age restrictions (why)
- The internet can be a negative place (abuse, trolls, bullying)
- How to be a discerning consumer of online information
- Where are how to report concerns



Health Education - Physical Health

- Characteristics and mental and physical benefits of an active lifestyle
- The importance of building regular exercise into daily and weekly routines
- Risks associated with an inactive lifestyle
- How and when to seek support



Health Education - Healthy Eating

- What constitutes a healthy diet
- Principles of planning and preparing a range of healthy meals
- Characteristics of a poor diet and risks associated with unhealthy eating and other behaviours



Health Education - Drugs, Alcohol and Tobacco

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking



Health Education - Health and Prevention

- How to recognise early signs of physical illness
- About safe and unsafe exposure to the sun
- The importance of sufficient sleep
- About dental health and benefits of good oral hygiene
- About personal hygiene and germs including bacteria
- The facts and science relating to immunisation and vaccination



Health Education - Basic First Aid

- 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



Health Education - Changing Adolescent Body

- Key facts about puberty and the changing adolescent body
- About menstrual wellbeing including key facts about the menstrual cycle



What do parents have a right to withdraw their children from:

- Relationships, Sex and Health Education is statutory.
- It is advised by the DfE 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.
- **Parents have the right to request that their child be withdrawn from education on how a baby is conceived and born**



Health Education - Changing Adolescent Body and Reproduction

Useful website we use:

https://www.healthpromotion.ie/health/inner/busy_bodies

[Home](#) | [Order Publications](#) | [Useful Links](#)

[Alcohol](#)

[Smoking](#)

[Dementia](#)

[Diabetes](#)

[Breastfeeding](#)

[Young People](#)

[Schools](#)

[Health Promotion](#)

[Healthy Eating](#)

[Mental Health](#)

[Physical Activity](#)

[Drugs](#)

[Health Literacy](#)

Busy Bodies

Busy Bodies Adolescent Development Programme provides information on the physical and emotional changes that children may experience during puberty, to reassure them that puberty is a normal part of growing up. Busy Bodies is a useful resource to help support both teachers and parents in providing information on puberty to children aged between 10 and 14.

Busy Bodies was developed to support the teaching of the 5th and 6th class component of Relationships and Sexuality Education (RSE) within the context of Social Personal and Health Education. It was produced by the Health Service Executive South working in partnership with the RSE Support Service, the National Parents Council (Primary) and the HSE Crisis Pregnancy Programme.

The programme includes an animated child friendly DVD, booklets in English and Irish and a user guide for teachers.

[Busy Bodies Booklet - English](#)

[Busy Bodies Booklet - Irish](#)

[Busy Bodies User guide for teachers - English](#)

All resources can be ordered [here](#)



Parents will be invited in to view the videos and ask any questions before they are shared with children.

Parents will also need to consent for their child to receive education on how a child is conceived and born.



RSE Policy

- **Captures what is being taught, why and how.**
- **Consultation with parents, children, governors and staff.**
- **Governors will ratify the RSE policy to be ratified.**



If you have concerns or would like more information:

- **Please contact school and Mrs Fletcher will be happy to discuss any questions you have.**

