



PARENT INFORMATION SESSION

What is RSHE?

How is RSHE taught?

Insights, details, and resources regarding the lessons.



WE FOLLOW THE STATUTORY RSE GUIDANCE OF 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**

“Sex education is not compulsory in primary schools but the Department for education 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 that adolescence brings and – drawing on knowledge of the human life cycle”

RSHE – RELATIONSHIP, SEX AND HEALTH EDUCATION

RSHE AT BRUSHWOOD

**Family and
relationships**

**Health and
wellbeing**

**Safety and the
changing body**

RSHE – RELATIONSHIP, SEX AND HEALTH EDUCATION

Vision

To promote positive well-being and mental health of all children and ensure they are provided the opportunity to express and understand their emotions in a safe and respected environment.

Definition

RSHE is lifelong learning about ourselves, including our emotions, self-esteem, relationships, rights and responsibilities, sexuality, behaviour and health.

RSHE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making. RSHE involves a combination of sharing information, and exploring issues and values.

Relationships Education:

the focus is 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. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances along with reflecting sensitively that some children may have a different structure of support around them.

Health Education:

the focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Sex Education:

the focus is on teaching children the facts about puberty (preparing boys and girls for the changes that adolescence brings).

Brushwood RSHE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed.



	Year 3	Year 4	Year 5	Year 6
Family and friendship	Introduction to RSE Healthy families Friendships-conflict Effective communication Learning who to trust Respecting differences Stereotyping	Introduction to RSE Respect & manners Healthy friendships My behaviour Bullying Stereotypes Families in the wider world Loss and change	Introduction to RSE Build a friend Resolving conflict Respecting myself Family life Bullying	Introduction to RSE Respect Developing respectful relationships Stereotypes Bullying Being me Loss and change
Safety and the changing body	Basic first aid Communicating safely online Online safety Fake emails Drugs, alcohol & tobacco Keeping safe out and about	Online restrictions Share aware Basic first aid Privacy and secrecy Consuming information online The changing adolescent body	Online friendships Identifying online dangers The changing adolescent body (puberty, including menstruation) First aid Drug education	Drugs alcohol & tobacco First aid Critical digital consumers Social media The changing adolescent body
Health and wellbeing	My healthy diary Relaxation Who am I? My superpowers Breaking down barriers Dental health	Diet and dental health Visualisation Celebrating mistakes My role My happiness Emotions Mental health	Relaxation The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy meals Sun safety	What can I be? Mindfulness Taking responsibility for my health Resilience toolkit Immunisation Health concerns Creating habits The effects of technology on health



BRUSHWOOD RSHE SCHEME TAKES A SPIRAL APPROACH TO THE CURRICULUM AND THEREFORE THESE AREAS WILL BE REVISITED AND FURTHER DEVELOPED.

Families and people who care about me:

- 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 for them.
- 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:

- 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.
- 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.

Respectful relationships:

- The importance of self-respect and how this links to their own happiness.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

Safety and the changing body:

- Exploring the emotional and physical changes of puberty, including menstruation.
- Learning about online safety, influence.
- Strategies to overcome potential dangers.

Online relationships:

- 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.

Being safe:

- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

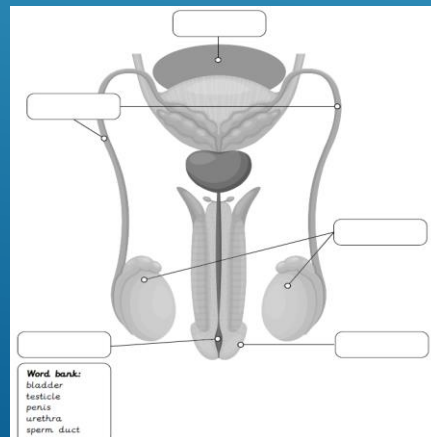
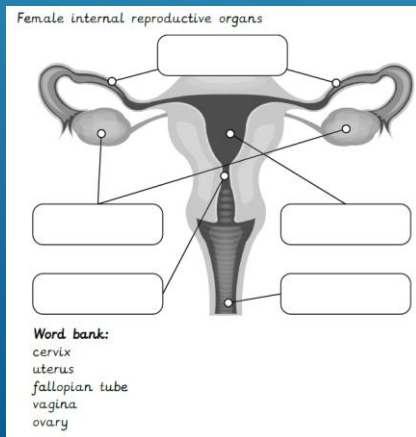
Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 9-10 will learn about:

- The menstrual cycle and other changes that happen during puberty.
- Emotional changes that occur during puberty.

Puberty

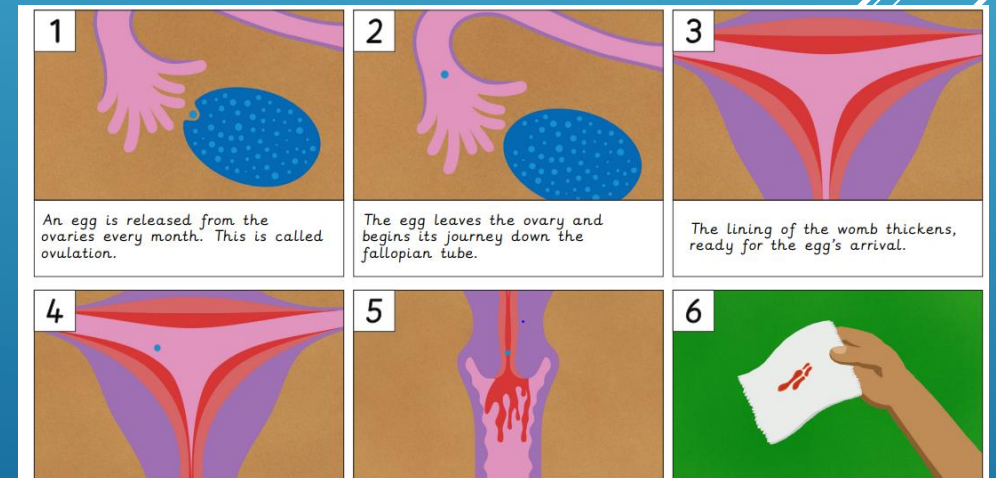
- The focus will be on the physical changes of puberty.
- For both boys and girls: getting taller, hair growth, sweating more, developing spots, mood swings.
- For boys: external changes, voices breaking.
- For girls: breast development, starting their periods.



Menstruation

What is a period?

What do girls do during their periods?



Emotional changes in puberty

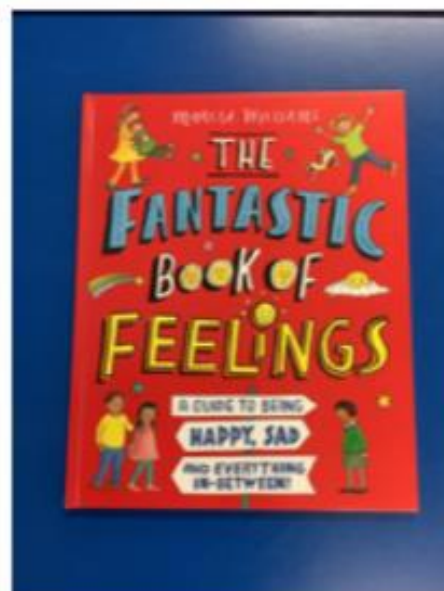
- ✓ What non-physical changes happen during puberty?
- ✓ Who can help with problems?
- ✓ What can we do to help manage our emotions during puberty?

Zones of Regulation:



Managing emotions





USEFUL BOOKS ABOUT GROWING UP AND EMOTIONS



USEFUL LINKS:

- ▶ <https://www.childline.org.uk/info-advice/you-your-body/puberty/>
- ▶ <https://kidshealth.org/en/parents/understanding-puberty.html>
- ▶ <https://www.betterhealth.vic.gov.au/health/healthyliving/Parenting-children-through-puberty>
- ▶ <https://www.coramlifeeducation.org.uk/RSE-for-Y6-and-P7>