Five Stones Learning Federation

Personal Social Health Economics (PSHE) and Relationships and Sex Education (RSE)

Objectives

We want to:

- Explain the changes to requirements for RSE coming in from September 2020

- Explain how we have updated our PSHE curriculum to cover the new statutory elements of RSE

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What's New?

- We **must** provide the following to all pupils:
  - Relationships education
  - Health education

- The DfE have made it clear that **schools should not just 'teach to the guidance'**, but see it as the basic requirement which forms part of broader PSHE education.

- **The statutory guidance outlines what schools *must* cover – though not everything that schools *should* cover** – in PSHE from 2020. The Department for Education (DfE) says: *'All elements of PSHE are important and the government continues to recommend PSHE be taught in schools'.*

EYFS RSHE Long Term Plan

Autumn	Spring	Summer
Self-Regulation • Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly; • Have a positive sense of self and show resilience and perseverance in the face of challenge; • Pay attention to their teacher and follow multi-step instructions **Managing Self** • Manage their own basic hygiene and personal needs, including dressing and going to the toilet; • Understand the importance of healthy food choices; • Explain the reasons for rules and know right from wrong. **Building Relationships** • Work and play cooperatively and take turns with others; • Form positive attachments and friendships; • Show sensitivities to others' needs.	**Self-Regulation** • Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly; • Have a positive sense of self and show resilience and perseverance in the face of challenge; • Pay attention to their teacher and follow multi-step instructions **Managing Self** • Manage their own basic hygiene and personal needs, including dressing and going to the toilet; • Understand the importance of healthy food choices; • Explain the reasons for rules and know right from wrong. **Building Relationships** • Work and play cooperatively and take turns with others; • Form positive attachments and friendships; • Show sensitivities to others' needs.	**Self-Regulation** • Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly; • Have a positive sense of self and show resilience and perseverance in the face of challenge; • Pay attention to their teacher and follow multi-step instructions **Managing Self** • Manage their own basic hygiene and personal needs, including dressing and going to the toilet; • Understand the importance of healthy food choices; • Explain the reasons for rules and know right from wrong. **Building Relationships** • Work and play cooperatively and take turns with others; • Form positive attachments and friendships; • Show sensitivities to others' needs.

Year One and Two RSHE Long Term Plan

Cycle A		
Autumn	**Spring**	**Summer**
What is the same and different about us?	What helps us stay healthy?	What can we do with money?
Who is special to us?	Who helps to keep us safe?	How can we look after each other and the world?

Cycle B		
Autumn	**Spring**	**Summer**
What makes a good friend?	What helps us grow and stay healthy?	What helps us to stay safe?
What is bullying?	How do we recognise our feelings?	Wat jobs do people do?

Year Three and Four RSHE Long Term Plan

Cycle A		
Autumn	**Spring**	**Summer**
How can we be a good friend?	Why should we eat well and look after our teeth?	What keeps us safe?
What are families like?	Why should we keep active and sleep well?	What makes a community?

Cycle B		
Autumn	**Spring**	**Summer**
How do we treat each other with respect?	How will we grow and change?	How can we manage risk in different places?
What strengths, skills and interests do we have?	How can we manage our feelings?	How can our choices make a difference to others and the environment?

Year Five and Six RSHE Long Term Plan

Cycle A		
Autumn	**Spring**	**Summer**
How can friends communicate safely?	How can drugs common to everyday life affect health?	What decisions can people make with money?
What makes up a person's identity?	How can we help in an accident or emergency?	What jobs would we like?

Cycle B		
Autumn	**Spring**	**Summer**
What will change as we become more independent?	How can we keep healthy as we grow?	How can the media influence people?
How do friendships change as we grow?	How can we keep healthy as we grow?	How can the media influence people?

What about Sex Education?

- These new statutory requirements do not extend to **sex education** at KS 1 and 2 (beyond the biological/reproductive aspects schools are already required to cover in science)

- However, 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*'

- Parents will continue to have the right to withdraw their child from sex education but **not** from statutory Relationships Education or Health Education.

For more information:

Gov.uk -
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Gov.uk (Guide for parents) –
https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools