

# A guide to the new statutory requirements for Relationships (and Sex) and Health Education



Since September 2020, primary schools have a legal requirement to teach Relationships and Health Education (RSHE). Due to the impact of Covid-19, the Department for Education (DfE) gave an extension period which meant that schools had until the summer term of 2021 to teach some aspects, and a final deadline of September 2021 to have all of the statutory requirements in place.

- \* **Relationships education** includes a range of relationships such as family and friends and also different contexts including online behaviour. It also looks at positive relationships and challenges and difficulties in relationships.
- \* **Health education** looks at both physical and mental health including healthy eating, physical activity, mental wellbeing, dental health, drugs, changing adolescent body and preventing ill health.
- \* **Sex education** is not statutory in primary schools but the DfE do recommend teaching how a baby is conceived and born before children leave Key Stage 2.

In this guide, we will be considering the key things you need to have in place to ensure you are meeting the legal requirements in September 2021.

## RSE Policy

Schools must have a policy on Relationships Education. This must be freely available, and this usually means having it on the school website. If you teach sex education, then you need to include this in your relationships policy. There is no legal requirement to have a health education policy. However, it is good practice to have this and it could be included as a relationships and health education policy.

Legally your policy must include:

- A definition of relationships education.
- What the subject content is.



- How it is taught.
- Who teaches it.
- How the subject is monitored and evaluated.
- Information on why parents cannot withdraw their children.

It is good practice to also include:

- Any sex education you teach (beyond the Science national curriculum).
- Right to withdraw from sex education.
- Information on legal requirements of the school e.g. Equality Act.
- How your policy was developed.
- How RSHE is made accessible to all children.
- How often the policy is updated.
- How the policy is approved.

## Consulting parents and carers

The DfE recognises the importance of the role of parents and carers in these subjects and you must consult with them on what you will teach. This should help parents and carers to understand the importance of these subjects, when they will be introduced to children and how they will be taught in an age-appropriate way.

You also need to ensure that parents and carers understand why there is no right to withdraw from some areas (Relationships and Health Education) and what they can withdraw their children from (Sex Education beyond the Science national curriculum).

Parents and carers should be given the opportunity to ask questions and to share their opinions on what you propose to teach. These views should be taken into account but ultimately the school decides what is appropriate to include. You can use the [Kapow Primary parents and carer's guide to RSE and PSHE](#) to help you.

## Curriculum coverage of RSHE

The statutory requirements set out what children should know by the end of primary school. To achieve this it is vital you have a long term curriculum plan in place which demonstrates



children's knowledge will build over time. The Kapow Primary RSE and PSHE scheme of work has been devised to revisit topics and build on children's knowledge and understanding. Below are the key topics and themes within the statutory guidance.

| Topic                               | Key themes                              |
|-------------------------------------|---|
| Families and people who care for me | Importance of family                    |
|                                     | Different families                      |
|                                     | Stable and caring relationships         |
|                                     | Marriage                                |
|                                     | Problems in families                    |
| Caring friendships                  | Importance of friendships               |
|                                     | Characteristics of a healthy friendship |
|                                     | Ups and downs in friendships            |
| Respectful relationships            | Courtesy and manners                    |
|                                     | Self-respect                            |
|                                     | Respect of others                       |
|                                     | Bullying                                |
|                                     | Stereotypes                             |

Respectful relationships

Importance of family

Online relationships

Behaviour online

Respecting others

Rules of keeping safe

Online friendships

Use of information

Being safe

Boundaries

Privacy

Physical contact

Safe responses to adults

Recognising and reporting feelings

Where to get advice

Reporting concerns

Mental wellbeing

Range of emotions

Recognise and talk about emotions

Self-care



|                             |   |
|-----------------------------|---|
| Mental wellbeing            | Seeking support   |
| Internet safety and harm    | Benefits of internet  |
|                             | Negatives of internet   |
|                             | Discerning consumer   |
|                             | Reporting concerns  |
| Physical health and fitness | Benefits of activity  |
|                             | Risks of inactivity   |
| Basic first aid             | Call emergency services   |
|                             | Dealing with common injuries  |
| Healthy eating              | Healthy diet  |
|                             | Poor diet and associated risks  |
| Drugs, alcohol and tobacco  | Facts about legal and illegal harmful substances, risks, smoking, alcohol and drug taking |
| Health and prevention       | Early signs of illness  |
|                             | Exposure to the sun   |
|                             | Importance of sleep   |
|                             | Dental health   |



|                          |                                |
|--------------------------|--------------------------------|
| Health and prevention    | Personal hygiene               |
|                          | Allergies                      |
|                          | Vaccination                    |
| Changing adolescent body | Physical and emotional changes |
|                          | Menstrual wellbeing            |

Once a long-term plan is in place, it is really important that teachers use this as a basis for lessons, but they also need to take into account the needs of the children in their class. This will usually mean doing a baseline assessment to find out what children already know and then adjusting planning accordingly. You can also find out more about the general assessment of RSHE [here](#).

The DfE is recommending that the statutory content should be delivered through a wider programme of PSHE education. This approach will enable schools to provide a wider programme to meet their children's needs including important topics such as road safety, rail safety, democracy and economic wellbeing. All of these make a significant contribution to children's personal development (as defined by Ofsted). The Kapow Primary scheme includes this wider content.

### *How often should RSHE be taught?*

RSHE works best where regular lessons are taught, giving children the opportunity to make links in their learning and ask questions. Ideally, these lessons will be weekly but fortnightly will also work.

There is no statutory requirement for the length of a lesson. However, it is important that the lessons give children enough opportunity to explore and understand the topic fully. As a guide, the Kapow Primary lessons are 40 – 45 minutes for Key Stage 1 and 50 – 60 minutes for Key Stage 2.

## Information for RSHE subject leaders

It is really important that teachers feel confident to deliver RSHE. It is well worth conducting a staff survey to find out what training people have had in the past and which areas they have concerns about teaching. This then needs to be addressed with appropriate CPD to ensure everyone feels confident and will deliver high-quality lessons

Below is a checklist to ensure you are ready for September:

- Write the policy.
- Put the policy on the website.
- Consult with parents and carers.
- Put a long term RSHE curriculum plan in place.
- Check everyone has RSHE on the timetable.
- Audit staff confidence.
- Arrange CPD if necessary.

Many of these documents can be found in the Kapow Primary RSE subject leader toolkit.

