



**Holland Moor  
Primary School**



## New requirements for Relationships Education and Health Education

**Below are the answers to the most popular questions asked to  
SCARF about changes to the PSHE and RSE curriculum.**

### **1. Does the new DfE statutory Relationships and Health Education guidance replace PSHE?**

No. Schools need to be delivering the DfE's Relationships Education and Health Education statutory guidance and it's recommended that schools do this within the wider, PSHE curriculum. This will require new or increased curriculum content for many schools, new policies and renewed consultation with parents. But the new guidance doesn't cover everything needed for a comprehensive PSHE curriculum. Vital elements such as the rights of the child, caring for the environment, economic education, and parts of British Values and SMSC need to be part of a wider PHSE lessons.

A SCARF subscription (Holland Moor has this) gives schools access to a comprehensive PSHE programme that delivers all this.

The new DfE guidance states that schools must have policies for Relationships Education (this is on our website) and that schools may choose to have a PSHE policy (This too is on our website).

### **2. Do schools have to teach about LGBT identities and families?**

Yes, the statutory guidance states that schools must teach about families of many forms and this includes LGBT parents.

The public sector equality duty, created under the Equality Act, also requires schools to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. At Coram Life Education we also believe that we have a responsibility to

normalise the diverse range of trusted people in children's lives.

### **3. My understanding is Sex Education is non-statutory and therefore parents can withdraw from it. Which parts of SCARF include Sex Education?**

SCARF interpret sex education to mean puberty, conception, reproduction and birth. All of these themes, with the exception of conception, are statutory and are included in either Health Education or National Curriculum: Science.

The statutory guidance states that sex education should ensure children know how a baby is conceived (conception). We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction). We therefore include sexual intercourse as well as IVF in our Year 6 *Making Babies* lesson. We will contact parents and carers directly about this lesson and share learning materials.

### **4. How early do schools need to be delivering menstruation to the girls?**

The statutory guidance states puberty should be covered in Health Education and should be addressed before onset so, as far as possible, pupils are prepared in advance for changes they will experience. Best practice states that menstruation education should be delivered to both boys and girls, as learning about menstruation is a concept of reproduction, as covered by the national curriculum science and fosters good relationships by breaking down the stigma of going through these changes leading to less bullying. However schools retain the freedom to determine an age-appropriate, developmental curriculum which meets the needs of young people, so can deliver themes at a later stage if that best meets their pupils' needs.

### **5. How do the RSE elements of SCARF support the values of faith schools and their delivery of RSE?**

The RSE elements of SCARF are based on the SCARF values of Safety, Caring, Achievement, Resilience and Friendship. We believe that all children deserve to be safe, cared for and to learn the skills they need to

develop healthy relationships. We feel there is a natural fit between these values and the ethos of schools with a religious character.

The themes within the RSE elements of SCARF help children from all backgrounds to build positive and safe relationships, and to thrive in modern Britain. Schools with a religious character must deliver Relationships Education as described in the statutory guidance, with the flexibility to teach their distinctive faith perspective on relationships too, whilst being clear what is opinion or belief and what is information regarding the law and legal rights.

### **6. What are the requirements to consult parents?**

Schools must consult parents when developing and reviewing their RSE policy. This should include providing examples of resources to be used to reassure parents and support them to continue the conversation at home.

### **7. How can schools communicate with parents?**

Schools are expected to communicate with parents regarding their RSE policy's content, including resources of any sex education they choose to deliver. The key to this process being effective is to use this as an opportunity to dispel any myths regarding what might be taught – and to build trust.

### **8. What about Mental Health?**

The Health Education section of the new DfE statutory requirements have a whole section on mental wellbeing. This also comes into many of the Relationships Education outcomes – particularly the categories of Respectful Relationships (including bullying behaviours) Online Relationships and Being Safe.

### **9. Is there any training available?**

Coram Life Education offers regional one-day teacher training every spring term. Mr Beale and Miss Ramsey have undertaken training.