

# RELATIONSHIPS AND SEX EDUCATION

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# THANK YOU FOR ATTENDING THE PARENTAL CONSULTATION OF RSE

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## Aims of this evening

- is to help parent(s)/carer(s) develop an understanding of the RSE topics taught at PJS and how lessons progress appropriately at each year group.
- to help parent(s)/carer(s) understand what typical activities their children will be participating in during RSE lessons.
- for the positive reasons for delivering a high quality RSE curriculum to be understood, including safeguarding, body confidence and developing essential life skills.

# WHAT ARE THE LEGAL REQUIREMENTS

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- At Priory Junior School, we have been delivering appropriate SRE education for all year groups prior to the recent changes in the law (Sep 2020).
- We are supported by an experienced PSHE specialist from the Cambridgeshire PSHE service which provides guidance and materials to use in the classroom.
- From September 2020 it was made compulsory for all primary aged children to be taught relationships and health education. This prepares children for the changes they will experience as they enter adolescence, helps them to recognise healthy and unhealthy relationships and most importantly helps to keep them safe.
- Sex Education remains a recommended part of the curriculum that primary schools should deliver but is not statutory.

# WHAT DOES THIS MEAN?

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- The guidance describes ‘sex education’ at primary schools as learning about ‘human conception and birth’.
- This links to the statutory teaching of reproduction in animals (including mammals) in Science.
- In secondary schools, Relationships and Sex Education (RSE) and Health Education is statutory.
- Parents may withdraw their children from the elements of statutory RSE defined by each primary/secondary school as ‘Sex Education’ but all children have the legal right to be taught about the concept of conception by their sixteenth birthday.

# WHAT HAS CHANGED WITH THE NEW LEGISLATION?

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- Areas of learning are now specified, previously coverage was up to the school.
- All schools must teach a well-planned, developmental RHE and RSHE curriculum. It is no longer optional.
- A student now has the right to opt back into 'sex education' three terms before their 16th birthday, over-riding their parents' views.

# LEARNING TOPICS IN PRIMARY SCHOOL

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- In Primary schools, **Relationships Education** will include learning about:
- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

# HEALTH EDUCATION

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- Health Education in both primary and secondary schools will include learning about:
- 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

# WHY IS THE TEACHING OF RSE SO IMPORTANT?

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- There have been calls for RSE to be delivered in all primary and secondary schools for many years from a range of organisations: Woman Equalities committee, Education Select Committee, NSPCC and reports on Child Sexual Exploitation (Manchester, Rotherham).
- Nationwide concerns over a range of serious issues have been included in this national curriculum with the aim of keeping children and young people safe.



# WELL TAUGHT RSE HAS THE EFFECT OF:

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- Making it more likely that abuse will be reported
- Raising the age of first sexual activity
- Making it less likely that young people will have an unwanted pregnancy
- Making it less likely that young people describe their first sex as unwanted
- Reducing the likelihood that young people will contract transmitted infection
- The majority of parents support the teaching of RSE.

# WHY IS THE TEACHING OF RSE SO IMPORTANT?

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- The reproduction of animals (including that mammals grow within the mother's womb –year 2) forms a statutory part of Science in primary schools which may leave children with questions.
- The PSHE Service promotes the teaching of key scientific vocabulary to help children communicate appropriately with those adults around them who are there to help keep them safe.
- Developing children's understanding of puberty at an appropriate primary age will help to prepare them for bodily changes in adolescence and help to prevent anxiety/promote body confidence.
- Teaching of body changes helps to promote understanding and equality between boys and girls.



# WHY IS THE TEACHING OF SEX EDUCATION SO IMPORTANT?

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- Children are naturally curious and want to find out answers. Through teaching SRE in primary schools the children can ask questions in a safe, respectful environment where the answers to their questions will be appropriately answered for their age group and any safety concerns addressed.
- At PJS, lessons are appropriate for each year group in order to prepare them for their next steps in development. Clear guidance and planning is provided for the Cambridgeshire PSHE Service as to what should be taught in each year group.

# TIME TO HEAR YOUR OPINIONS...

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What essential skills do you want your child to have by the time they leave Priory Junior School?

# PJS AIMS OF RSE – DRAFT POLICY

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- Through the delivery of Relationships Education we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.
- All adults in school will work towards achieving these aims for Relationships Education. We seek to enable our children to:
  - develop interpersonal and communication skills
  - develop positive, personal values and a moral framework that will guide their decisions and behaviour
  - respect themselves and others, their views, backgrounds, cultures and experiences
  - develop respectful, caring relationships based on mutuality, reciprocity and trust

# PJS AIMS OF RSE – DRAFT POLICY

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- develop their ability to keep themselves and others safe, physically and emotionally, both on and off line
- develop their understanding of a variety of families and how families are central to the wellbeing of children
- recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to their age and stage of development
- value, care for and respect their bodies
- build confidence in accessing additional advice and support for themselves and others.

# WHAT SHOULD YOU EXPECT FROM THE TEACHING OF RSE AT PRIMARY SCHOOLS

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- Every child has a right to feel accepted, valued and safe in school regardless of their gender, family background, religion, race or identity.
- Every school should take steps to ensure that every child sees themselves and their families reflected in their school environment.
- Primary schools should consider the needs of their pupils and ensure that the curriculum includes a progression of skills and ideas from Reception to Year 6.
- A child will usually receive their regular PSHE lessons from a teacher who knows them and their families.

# WHAT SHOULD YOU EXPECT FROM THE TEACHING OF RSE AT PRIMARY SCHOOLS?

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- Children at primary schools are taught about human sexual reproduction as part of 'sex education'. There are many overlaps with national curriculum for science which includes teaching about sexual reproduction in animals. Parents can ask their child be excused from teaching about human sexual reproduction at primary.
- Every child will be taught about their bodies and that they have the right to say what happens to their bodies as part of Relationships Education. This is to enable children to keep themselves safe from abuse and exploitation.
- Every child will be taught about how their body and brain will change as they get older as part of Health Education. They will get timely information about puberty and how to manage it.





# WHAT SHOULD YOU EXPECT FROM THE TEACHING OF RSE AT PRIMARY SCHOOLS

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- Every child will explore attitudes, stereotypes and behaviour to build self-awareness and confidence.
- Every child will explore how to ask trusted adults for help and how to be supportive to their peers.
- The views of different faiths (and groups within them) and cultural groups can be explored alongside medical facts/science and the law in our country.
- Pupils will learn to listen to and engage respectfully with people who hold different views to theirs’.
- The views of different faiths on matters pertaining to families, relationships and health are also discussed in other subjects such as Religious Education.
- No child will ever be singled out and asked to share their personal beliefs or family experiences. Instead broad statements will be used such as:“ Some people believe ...”
- All children will be taught to respect others, to treat others equally and without prejudice.



# WHAT WILL NOT HAPPEN IN PRIMARY SCHOOL?

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- There is no teaching about sexual pleasure in primary school.
- There is no teaching about sexual practices, other than human sexual reproduction as part of 'sex education'.
- Teachers will not raise the profile of any family type, lifestyle, identity or sexuality over another.
- Children will not be asked to share information about their families in class situation unless they want to.

# TIME FOR PARENTAL REFLECTION

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- Some statements will come up on the screen. For each statement decide where you fit on the continuum from strongly agree to strongly disagree. Middle would be neutral.
- This activity is to help aid self-reflection on what is important to you as a family with regards to the teaching of RSE.
- Please share your position on the continuum on that chat function. This is not compulsory but will help us as a school to understand families' viewpoints and values.

## KEEPING CHILDREN SAFE

Think about what you want for your child by the time they leave primary school.

It helps a child to know that their body belongs to them.

Strongly Agree



Strongly disagree

**SA= Strongly agree**

**A= Agree**

**SD= Strongly disagree**

**D= Disagree**

**N= neutral**

It helps a child to know that some parts of their body are private – the parts under pants and vest.

Strongly Agree



Strongly disagree

It helps a child to know that no one else should touch their private parts without their agreement.

Strongly Agree



Strongly disagree

It helps a child to know who to tell and how to tell them if someone touches them without agreement.

Strongly Agree



Strongly disagree

**SA= Strongly agree**

**A= Agree**

**SD= Strongly disagree**

**D= Disagree**

**N= neutral**

## UNDERSTANDING ABOUT FAMILIES AND RELATIONSHIPS

Think about what you want for your child by the time they leave primary school.

It helps a child to know that babies and children need their family to keep them healthy and happy.

**Strongly Agree** ←————→ **Strongly disagree**

It helps a child to know that families come in different shapes and sizes.

**Strongly Agree** ←————→ **Strongly disagree**

It helps a child to know what to do if they feel bullied or pressured to do something.

**Strongly Agree** ←————→ **Strongly disagree**

## UNDERSTANDING BODY CHANGES

Think about what you want for your child by the time they leave primary school.

It helps a child to know about body changes, so they are not frightened.

Strongly Agree



Strongly disagree

**SA= Strongly agree**

**A= Agree**

**SD= Strongly disagree**

**D= Disagree**

**N= neutral**

It helps a child to know that body changes happen at different rates for different people.

Strongly Agree



Strongly disagree

It helps a child to understand how to keep their growing and changing body clean.

Strongly Agree



Strongly disagree

It helps a child to feel confident enough to ask for help if they are worried about body changes.

Strongly Agree



Strongly disagree

**SA= Strongly agree**  
**A= Agree**  
**SD= Strongly disagree**  
**D= Disagree**  
**N= neutral**

## UNDERSTANDING ABOUT BABIES

Think about what you want for your child by the time they leave primary school.

I want my child to know that a baby begins when a seed and egg join together.

**Strongly Agree** ←————→ **Strongly disagree**

I want my child to feel confident to ask a trusted adult if they have questions about babies.

**Strongly Agree** ←————→ **Strongly disagree**

# EXAMPLES OF CONTENT AT PJS YEAR 3

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- What are the scientific names for all external parts on the human body?
- What are the physical differences between males and females?
- Why should I value my own body and recognise its uniqueness?
- What are the benefits of carrying out regular personal hygiene routines?
- Who is responsible for your personal hygiene now? How will this change the future?
- How might illness/disease be spread and how are you able to reduce this?



# EXAMPLES OF CONTENT AT PJS YEAR 4

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- What are the main stages of the human lifecycle?
- What does it mean to be 'grown up?'
- What are your current responsibilities?
- How might these responsibilities change in the future?
- What are the responsibilities that parents/carers have for babies and children?
- What have I learnt and how can I share it with others?

# EXAMPLES OF CONTENT AT PJS YEAR 5


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- What are the names and functions of male and female sexual parts?
- What terminology should I use in different situations?
- What physical changes take place during puberty and how can I manage these?
- Does everyone change at the same time?
- How does the media, my friends and families effect my own attitude towards my body?
- What is personal hygiene and why is this particularly important during puberty?
- How can I keep myself safe and stop the spread of viruses?

# EXAMPLES OF CONTENT AT PJS YEAR 6

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How am I responsible for the feelings and well-being of others?

- Why is trust important in a marriage/established relationship?
  - How do emotions change during puberty and how can I express these positively?
  - What are the stages of the human life cycle and how is a baby made?
  - What does responsible parenting look like?
  - Are all families the same?
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# EXAMPLES OF ACTIVITIES

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- Visual diagrams
- Classroom discussions in a safe space
- Question boxes
- Generalisations will be challenged e.g., that all boys are taller than girls; that girls don't have short hair.
- Group card sort activities (sorting male and female body parts)
- Toiletries will be explored to promote hygiene.

# EXAMPLES OF ACTIVITIES

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- Lots of different children's books e.g., Dirty Bertie is used in lower year groups to promote the catch it, bin it, kill it message; character's feelings are explored in Piggybank where the responsibility of different family members is explored.
- Case studies of made up scenarios are discussed and children provide advice for these fictional characters.
- Older year groups are taught about appropriate/inappropriate vocabulary and the safe/sensible sharing of information learnt in class.
- Examples of period products are shared
- Videos of same age children discussing puberty experiences/concerns.
- Exploration of myths.

# WHAT CAN I DO FOR MY CHILD?

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- Look out for topic plans or on school website for information about the school curriculum and what your child will be learning.
- Ask to see the school's RSE policy and raise any questions you have.
- If the school ask for parental voices as they develop or review their policy, offer your time and views.
- Support your child's learning at home, by reading with them, asking their views on what they have learnt.
- Be the trusted adult who offers their child unconditional love and non-judgemental support, so they know they can always come to you if they have worries or concerns about friendships or relationships as they grow up.