



# RELATIONSHIPS AND SEX EDUCATION

## Consultation with our School Community

New Guidance

24/02/21

# New guidance from the DFE

- ▶ 20 years since the last review of the curriculum- the world (and how we interact with each other) has changed
- ▶ New- Relationships Education in Primary Schools
- ▶ Previous recommendations for teaching Personal, Social, Health Education, are now part of the National Curriculum.
- ▶ Sex Education in Primary Schools remains optional, though in all years the science curriculum contain objectives on human growth, puberty and reproduction.

# What are the new KS 1 & 2 statutory requirements?

- ▶ The Health Education and Relationships Education aspects of PSHE (personal, social, health and economic) education will be compulsory in all primary schools from September 2020 but due to lockdown this has been moved to the summer of 2021

Relationships Education (RE)	Relationships and Sex Education (RSE)	Health Education (HE)
All schools which are providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section of the 'Draft guidance').	All schools which are providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section of the 'Draft guidance').  Sex education is voluntary at Primary level and individual schools can decide their own approach.	All maintained schools including schools with a sixth form, academies, free schools, non maintained special schools and alternative provision, including pupil referral units.  The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014.

Relationships Education (Primary)	Health Education (Primary)
<ul style="list-style-type: none"><li>● Families and people who care for me</li><li>● Caring friendships</li><li>● Respectful relationships</li><li>● Online relationships</li><li>● Being safe</li></ul>	<ul style="list-style-type: none"><li>● Mental wellbeing</li><li>● Internet safety and harms</li><li>● Physical health and fitness</li><li>● Healthy eating</li><li>● Drugs, alcohol, and tobacco</li><li>● Health and prevention</li><li>● Basic first aid</li><li>● Changing adolescent body</li></ul>

## Enhancement

Teaching in PSHE is enhanced in many ways through

\* Assemblies and collective worship

praise and reward systems

Learning Charters

School Pledges

Relationships child to child, adult to child and adult to adult across the school

We aim to 'live' what is learnt and apply it to everyday situations in the school community

# The science curriculum

- ▶ As part of the Science curriculum we teach statutory objectives that build understanding about growth and reproduction, alongside the knowledge and skills progression needed for human growth and reproduction. (See the attached science long term planning for further information on the science curriculum)
- ▶ **The science curriculum is statutory and children cannot be withdrawn from this subject**

## Why is Relationships and Sex Education important?

- Entitlement
- Puberty is starting earlier- for some children by age 8
- Unwanted conceptions
- Sexually transmitted infections
- Safeguarding
- Grooming
- Child Sexual Exploitation

## What is effective Relationships & Sex Education (RSE)?

- Age appropriate
- Based on needs of pupil (see later slides)
- Progressive
- Inclusive
- Delivered by trained staff in a safe environment
- Prepares children adequately for puberty in a timely way
- Prepares children for adult life
- Promotes positive relationships



# RSE delivery - areas covered

- ▶ Families and people who care for me
- ▶ Caring friendships
- ▶ Respectful relationships
- ▶ Online relationships
- ▶ Being safe

# What do children think of SRE at Rawmarsh Ashwood? Pupil voice showed that:-

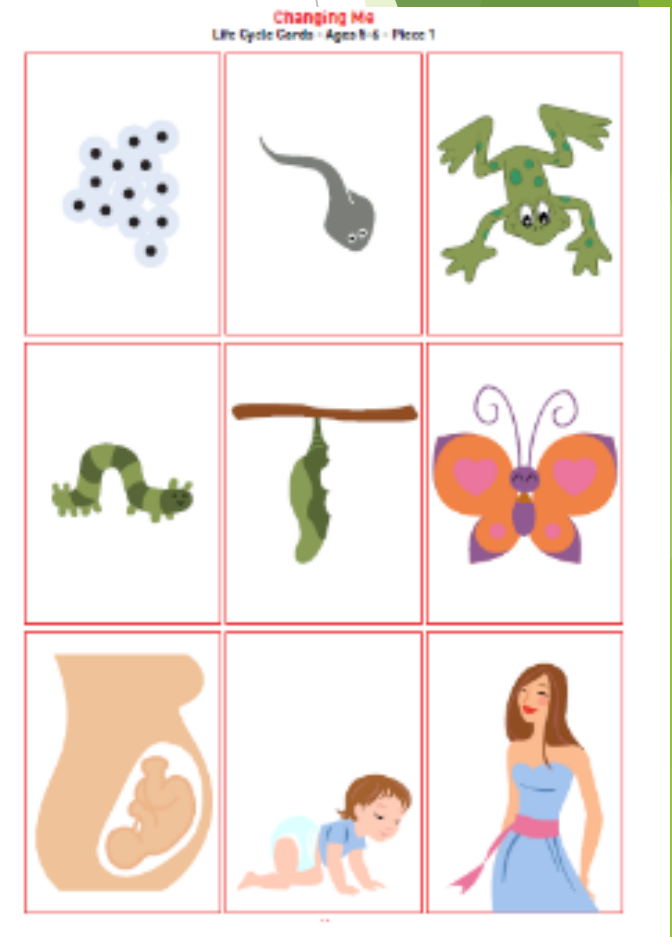
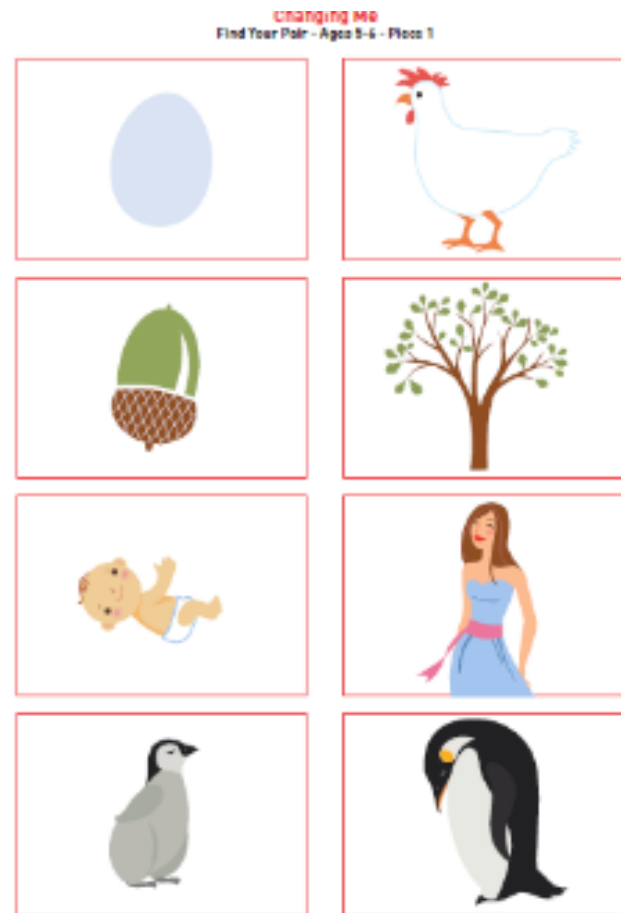
- It is important that we use the right words for our body parts as people will not know what you mean otherwise(Y2)
- It is important that we use the right words for our body parts as people will not know what you mean when you are talking about your body (Y2)
- I feel a little bit embarrassed about learning about SRE (Y5)
- I am worried about what people might say about it after the lesson or outside of school. Maybe I could talk to someone about it at the time (Y5)
- I feel better that you are talking to us about it, rather than our parents (Y6)
- We trust you and we have a relationship with you as our class teacher (Y6)

## Recommendations for Changes/ Schools:

- Introduce children to the correct scientific terms to describe body parts in Key Stage 1
  - Challenge the use of ‘gay’ as an insult and include work around the makeup of different families
  - Explore/ challenge gender roles/ stereotypes
  - Begin to explore puberty changes by the age of 8/9
  - Deliver RSE in a progressive way across the school
  - Ensure that children in Year 5 and 6 receive RSE input around puberty so that they are prepared as soon as possible for the onset of puberty
  - For some sessions on Sex Education consider single gender sessions

Year 1 - These are Year 1 resources showing the changes that take place as part of the life cycle of living things.

The images are child friendly and are used to guide a discussion of the changes that have taken place between one picture and the next.

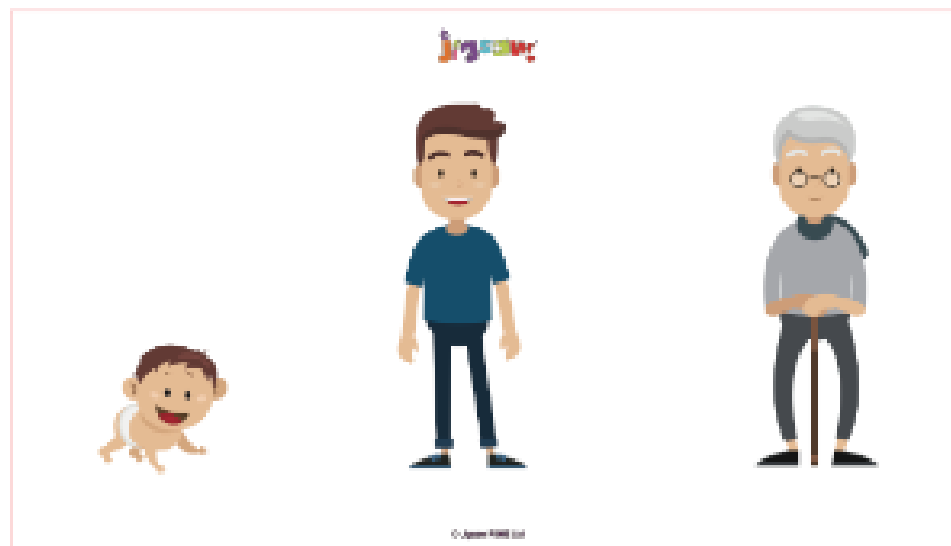
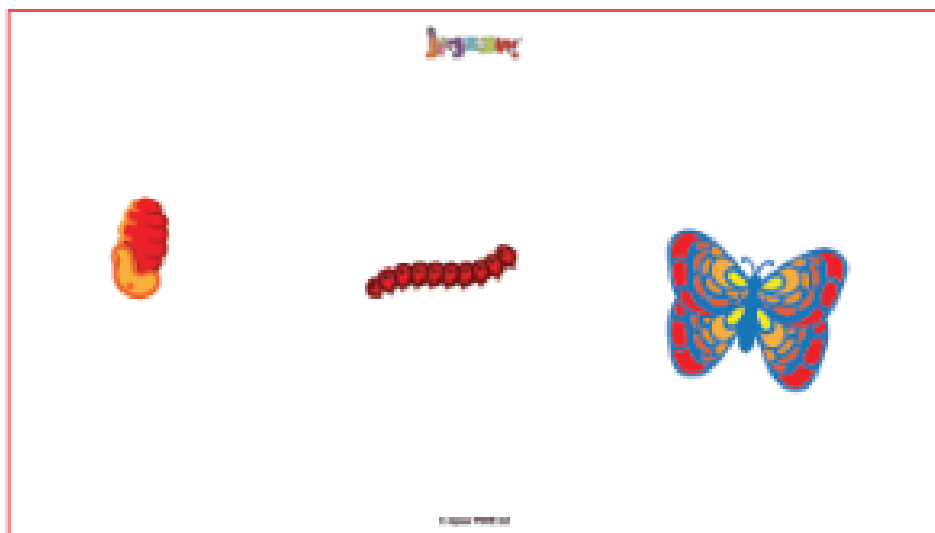


Body Parts Cards - Ages 5-6 - Piece 4



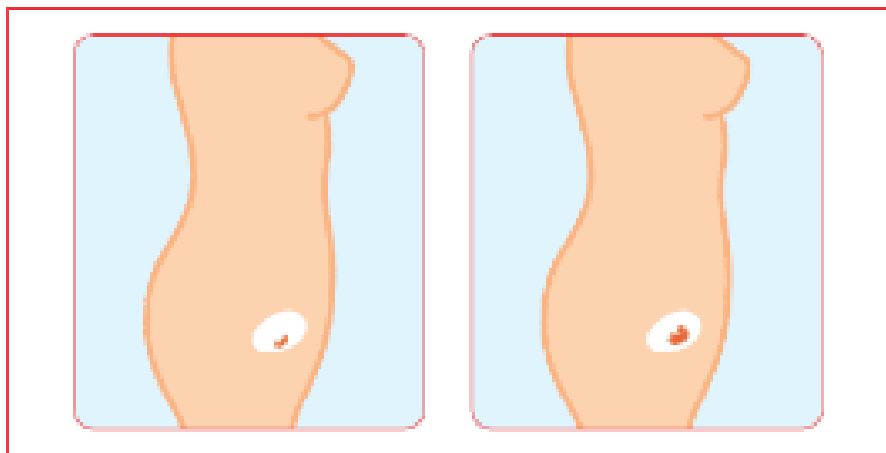
- ▶ These resources are used as part of a carefully managed lesson with firm rules and boundaries.
- ▶ At Ashwood, we feel that it is important for children to be equipped with the correct technical language to describe body parts. This allows some of the ‘embarrassment factor’ that children may experience as they get older to be lessened as this is familiar vocabulary to them.
- ▶ We are also feel that children being equipped with the correct terminology is a valuable tool in safeguarding them.
- ▶ Discussions are held around the similarities and differences between boys and girls using these resources

# Year 2

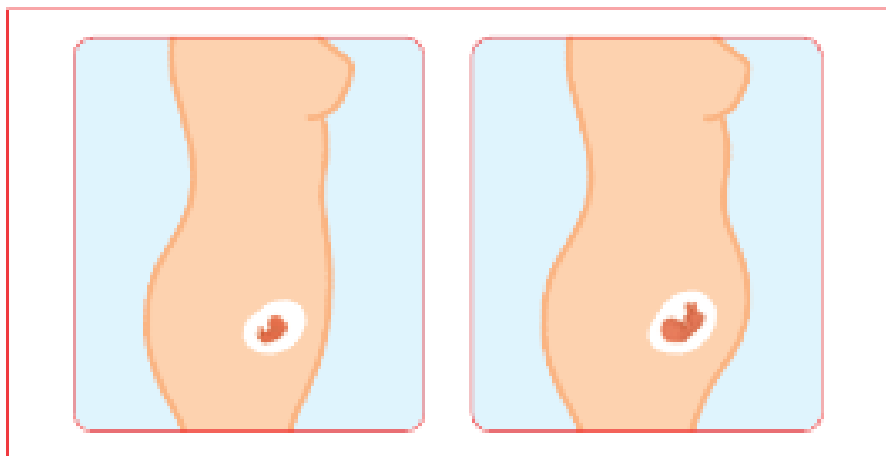


Teaching on life cycles becomes more detailed. Body parts are revisited and the same resource is used as in Year 1 so that the children become familiar with the terminology. Gender stereotypes are challenged in this session where children think about how it is not possible to tell people apart by the kinds of games they play, clothes they wear, toys they like or jobs they do.

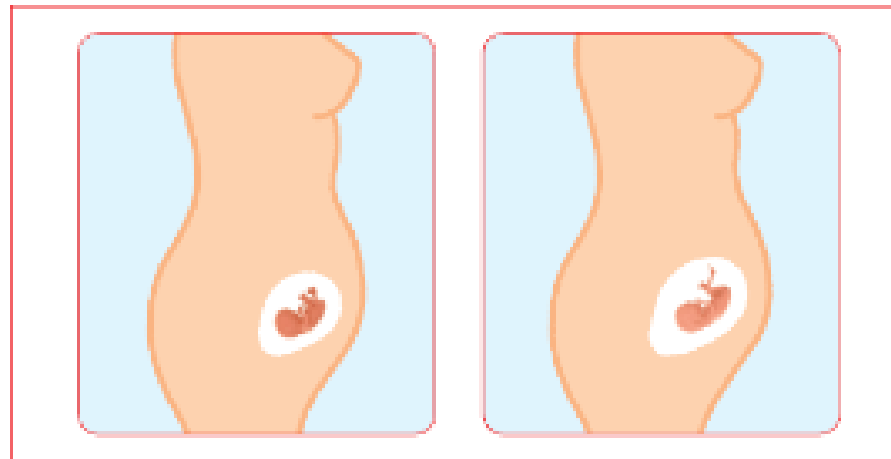
# Year 3



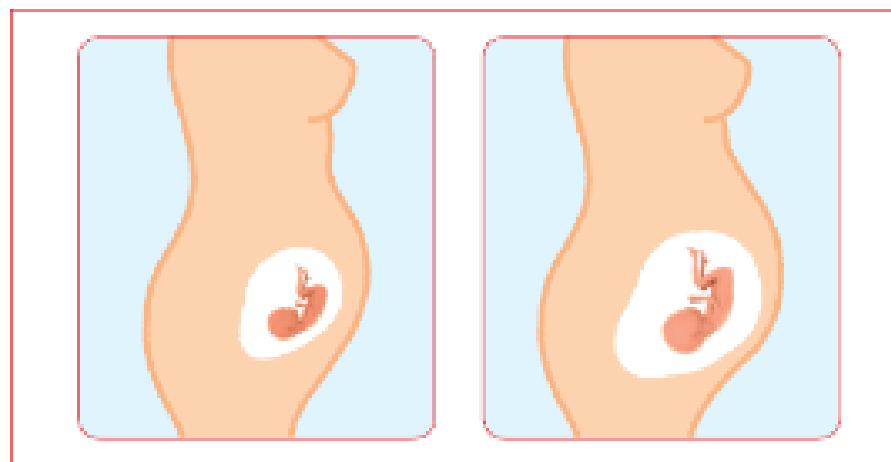
Slide 4



Slide 5

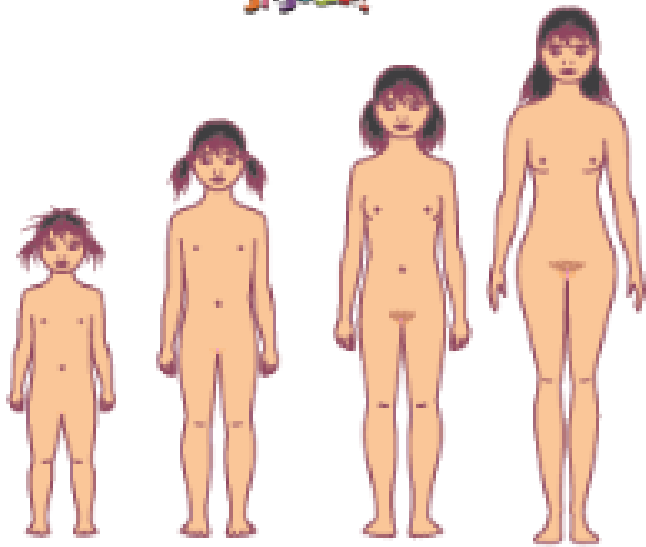


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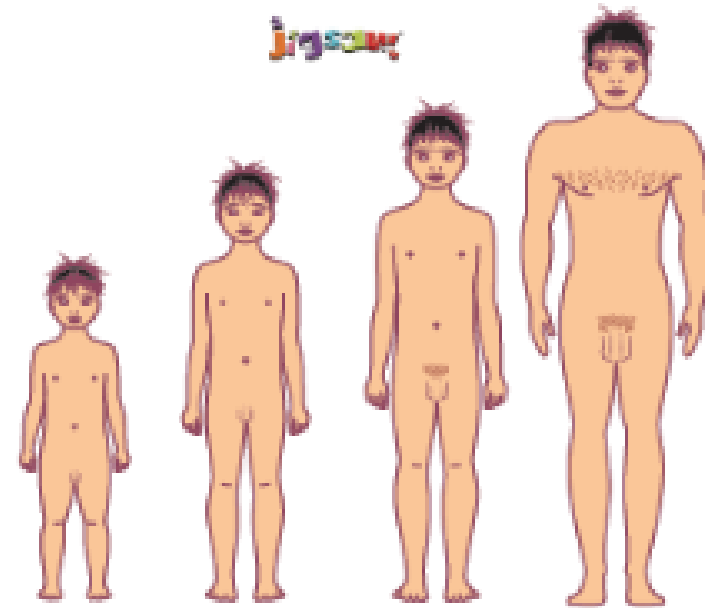


This lesson focusses on healthy growth and what a baby and young person needs to grow.

This is a discussion not just about nutritional aspects of health but also about love and care.

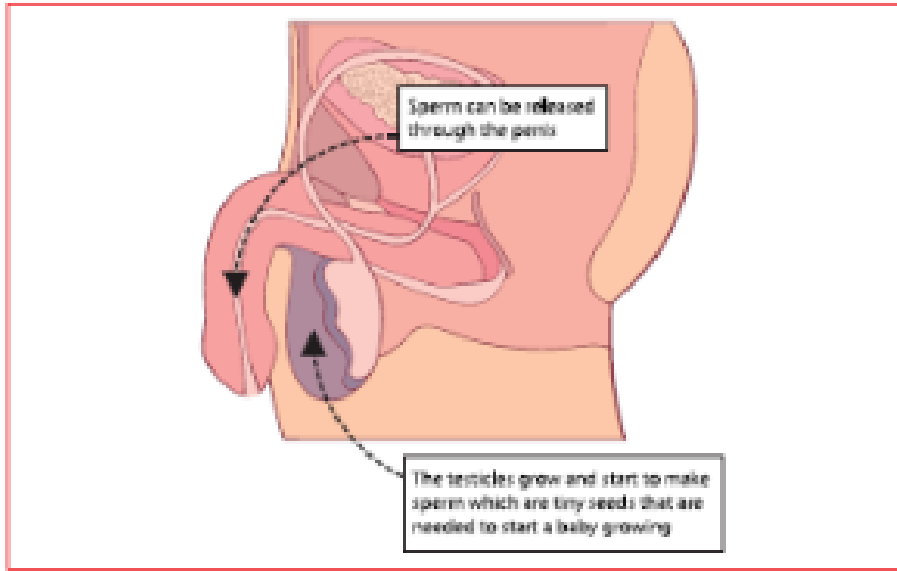


Changes in the body are introduced in Year 3 in preparation for the onset of puberty. This is discussed in the wider concept of changes and consideration is given to things that they can control and cannot control.

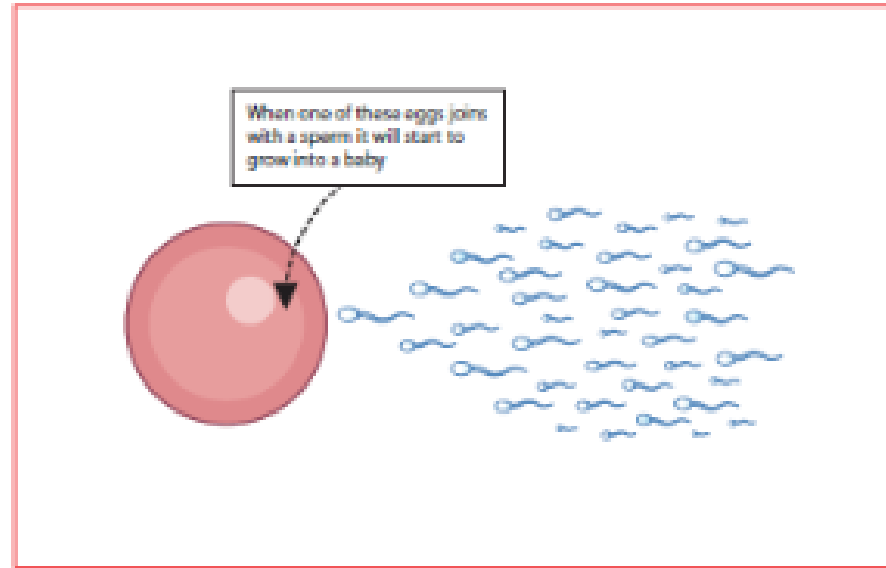




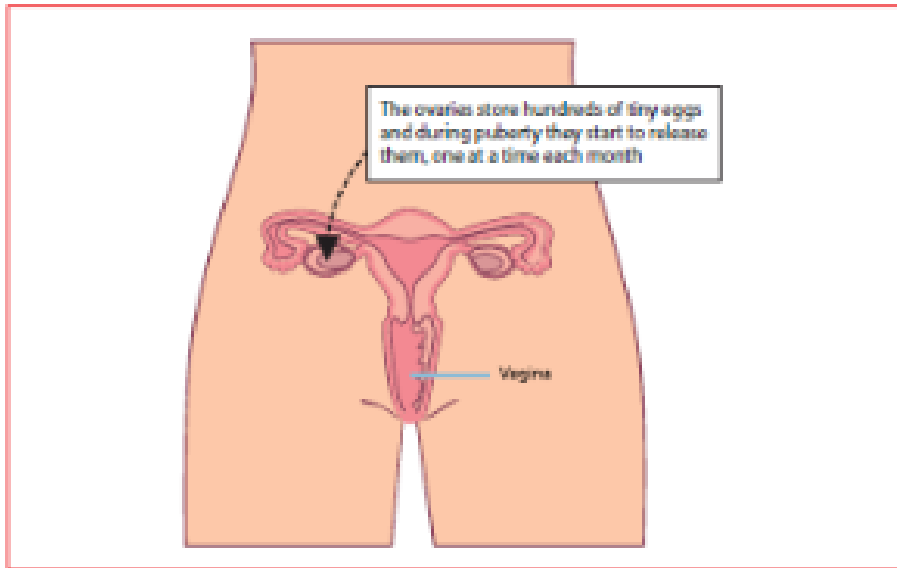
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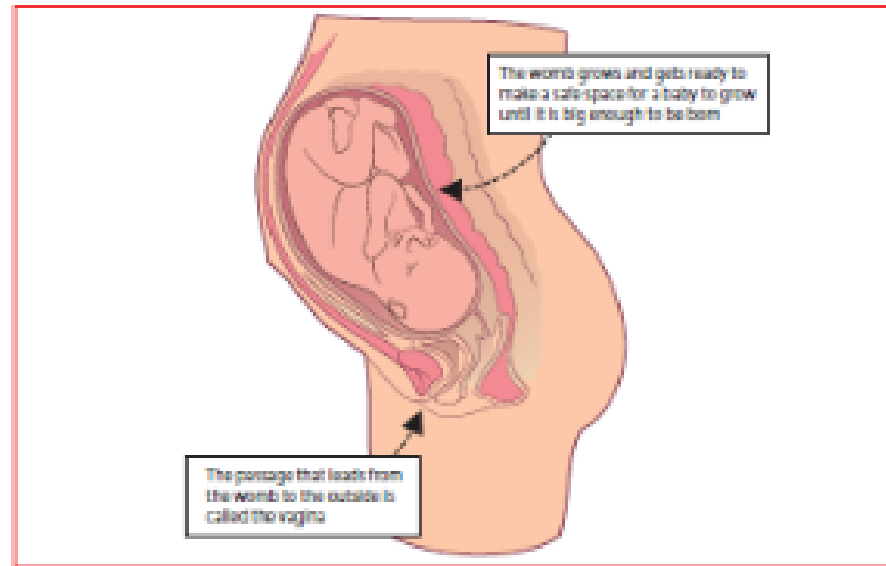
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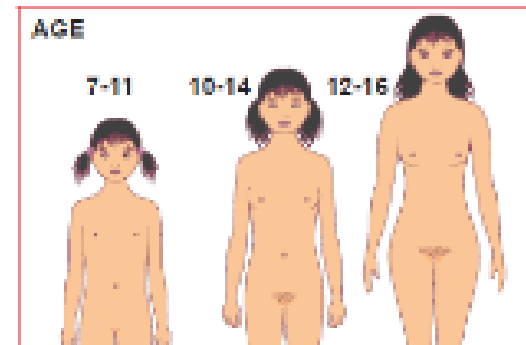
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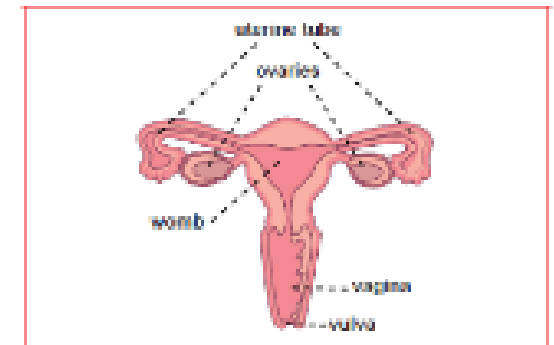
Changes on the outside and changes on the inside of the body are considered. This is taught alongside animal reproduction. At this stage, there is no mention of conception.

# Year 4

The same resources are used in Year 4 but supplemented with an animated video. This shows further detail about how the egg travels through the female body, how the sperm travel in the male body, what happens if fertilisation occurs and what happens if not.

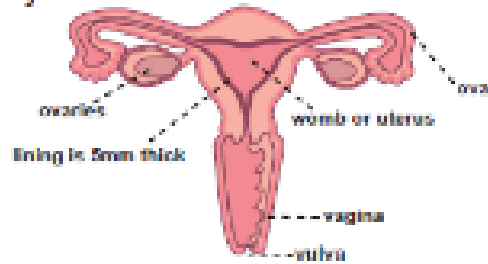


A girl reaches puberty usually between the ages of 10 and 14, though it can be earlier or later than this. At this time she starts to produce one egg every month from her ovaries.



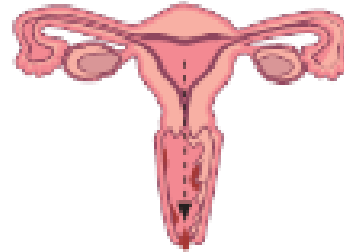
Many thousands of eggs are stored in the ovaries. A woman will release one each month for most of her adult life. Most will not be fertilised, so they pass down the tube into the womb and out of the body through the vagina.

Day 21



However, every month the womb has to get ready in case the egg is fertilised. It makes a thick, soft, spongy lining with an extra supply of blood to provide the food and oxygen that a baby would need.

Menstrual Flow



If the egg is not fertilised the extra lining isn't needed so it breaks up. For a few days the womb lining and the spare blood it contained will come out of the body through the vagina. This is what is called 'having a period'.

All children are taught about the menstrual cycle.

Towel - 20cm long



Tampon 6cm long

Girls and women need to soak up the menstrual flow as it comes out of the vagina. They use either an absorbent towel which they wear in their pants or a tampon which they insert into the vagina. Both need to be changed regularly.



The amount of blood leaving the body varies from person to person but on average it's about two tablespoonfuls or an eggcup full. Most women have periods until they are in their fifties, when they gradually stop.

# Year 5

When it comes to puberty, boys have less to worry about than girls

It's better to be an early starter on puberty than a late starter

The thought of having babies when I'm older is very scary

If there's something you want to know but are embarrassed to ask about, you can always get reliable information on the internet

If you have a worry about how your body is changing, it's easier to talk to your friends than your parents or carers

Age 10 is too young for boys and girls to start going out together

It's normal to start fancying people as you get older

When boys grow up they have to learn to be less emotional than girls

In Year 5, the children recap their previous learning of puberty and the menstrual cycle. They have the opportunity to discuss any worries they may have about the changes they are facing in a secure environment with firm boundaries and expectations. They will explore information that they may encounter which may be true or false.

Only when this recap has taken place will learning move forward to look at conception. This is discussed in the context of a loving relationship. Children are shown a simple animation to support their understanding. Discussion will also take place around IVF where couples find it difficult to conceive a child.

# Year 6

**If you get spots during puberty it's because you have a bad diet.**

**Myth!** The changes in hormone levels in your blood mean you're more liable to spots - but you can help by eating well and washing and cleansing your skin thoroughly.

**Girls get hairy legs, just like boys do.**

**Truth!** Girls and women do grow hair on their legs, though probably not so much as boys. You might not realise it, since they often shave their legs because they think they look better without hair.

**A girl should avoid having baths when she has a period.**

**Myth!** Keeping clean is more important than ever when you have a period, so bathing and hair washing are the right thing to do - and swimming and other forms of exercise are fine too.

**Most boys have wet dreams at some time during puberty.**

**Truth!** Wet dreams are a very common part of the way the body adjusts to new feelings and to changes like starting to produce semen. It usually settles down after a while - there's nothing wrong with it.

Puberty is revisited again in Year 6 and looks at common misconceptions around puberty. Again, the children will have the opportunity to discuss any concerns they may have in a safe environment. They can ask questions in confidence using an anonymous question box.

The full journey from conception to birth is taught. It is important to note that we will not shy away from using the correct terminology to describe any of the elements taught. Pupils need to be able to articulate themselves in all subjects, relationship and sex education included.

In summary...

PHSE is an integral part of the school curriculum

RSE is part of the PHSE curriculum

It prepares pupils for the changes during puberty

It promotes healthy relationships

# Next steps for parent consultation

If you want to find out more about the SRE curriculum:-

- ▶ Complete the googleform
- ▶ Read through the DFE guidance
- ▶ Read through the frequently asked questions on PSHE and SRE

Thank you for your continued support