

## **Parent and Carers Guide to Relationships Education and Health Education**

As part of our school's Personal, Social, Health and Economic (PSHE) Education programme, and in line with London Borough of Ealing's recommended scheme of work for PSHE Education, children from Reception to Year 6 will take part in Relationships and Health lessons (RSHE) lessons in the Summer term. These lessons have been carefully planned to be relevant and appropriate to each year group. For these lessons, we will be using the same resources and lesson content as we have done for the last number of years.

We recognise the vast amount of information children are exposed to on the internet, on TV and in their everyday lives. Relationships education in school is an opportunity to provide children with timely and age-appropriate information about their bodies and relationships, so that they can make their transition into adolescence and adulthood with the confidence and knowledge to understand what is happening to them. They will also have the best chances of growing into confident and healthy adults able to make positive choices.

We respect the fundamental role that parents, carers and families have in being the first educators to their children on all matters of relationships and growing up. As a school and through our carefully sequenced curriculum, we aim to support the learning that begins at home by equipping children with the information they need to safeguard themselves and understand their bodies further.

### **Statutory Relationships and Health Education**

In September 2020, the Department for Education published guidance which saw Relationships and Health education become statutory in primary school. These elements of the curriculum had been taught for many years, but the updated guidance meant it now became statutory for all pupils. The topics which must be covered within the curriculum are seen below:

Relationships Education	Health Education
<ul style="list-style-type: none"><li>• Families</li><li>• Respectful relationships including friendships</li><li>• Online and media</li><li>• Being safe</li></ul>	<ul style="list-style-type: none"><li>• Mental wellbeing</li><li>• Internet safety and harm</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>

These topics are covered throughout the academic year as part of your child's PSHE lessons. Within the summer term, lessons explore the elements of relationships education further and build on children's awareness of their bodies and how their body may change as they grow up.

When referring to relationships education in the summer term, the relationships discussed are families and friendships as these are relevant relationships children should be aware of at this age. The values of healthy relationships are explored including: respect, love, kindness and communication. It is agreed that if children can understand these values then this will prepare them for all relationships as they mature.

From KS1 children will begin to identify relationships that are important to them including family and friendships. When learning about families, children will explore that not all families are made up of the same members. Families may include Mums and Dads, lone parents, Grandparents, Aunts and Uncles, Step Families, Adopted families or Families made up of two Mums or Dads. Children are reminded that it is not specific type that makes a family, but a family is unit of people which is there to love, protect and care for them.

There is a statutory and legal requirement for the curriculum to be delivered in an inclusive way to ensure that all children are represented and prepared for the different people they meet in their life in

Modern Britain. Lessons begin by exploring the British Values which reminds children of the values of individual liberty and tolerance to ensure all members of society are fairly represented, this is also supported by the teaching of the equality act where all protected characteristics are equally respected and valued.

Health education, as taught in the summer term, is an opportunity for children to learn about their bodies and the changes that they may begin to see as they mature. Children are introduced to the correct terminology for the body parts as part of the Year 2 curriculum. It is a safeguarding measure to ensure children can accurately identify their body parts using the correct scientific language to ensure there is clarity if there was a need to report any incident.

Alongside learning about their body, children are taught the NSPCC PANTS rule which provides the language children need to explore the concept of privacy, boundaries and consent. The PANTS rule teaches pupils:

- P- Privates are Private
- A - Always remember your body belongs to you
- N- No means no
- T- Talk about secrets that upset you
- S - Speak up, someone can help

Teaching these topics together ensures children understand bodily autonomy, can respect each other's boundaries and clarifies essential safeguarding messaging in an age appropriate way.

### **Sex Education in Primary Schools:**

Sex education is not a statutory element of the relationships and health curriculum in primary schools. It is not covered within the Ealing PSHE SOW between Reception and Year 5.

The scheme of work is designed to be age-appropriate and delivered in a spiral curriculum, revisiting topics year on year to build on students' knowledge. Children use the stages of the life-cycle to explore how their bodies have changed from babies to children. How they will change from children to adolescence and how this prepares them for adulthood.

As part of the health education curriculum, by the end of the Year 6, children have a comprehensive knowledge of the biological reproductive systems of females and males, this is taught to ensure they understand how their body is developing during puberty and can understand changes such as menstruation.

In the final lesson of Year 6, children have the opportunity to explore the concept of fertilisation and conception. Children bring together their knowledge of male and female bodies to understand how the cells of the reproductive systems work together to conceive. Children began learning about the reproductive systems of men and women when learning about the changes that happen during Puberty in Year 4. This is then re-visited in Year 5 and Year 6.

In the final lesson of year 6, a new word is introduced into their vocabulary as part of this lesson. Children are told that 'sexual intercourse' can happen allowing the male cell 'sperm' to meet the female cell an 'egg' in order to conceive. No videos or photographs are used within the resources. Students will be re-shown a diagram of the female reproductive system, as first introduced when learning about puberty and menstruation in Year 4.

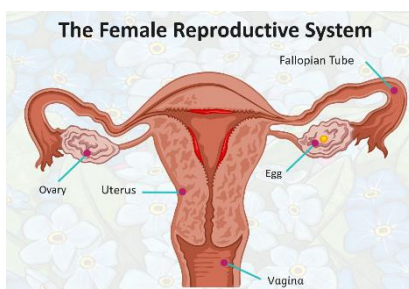
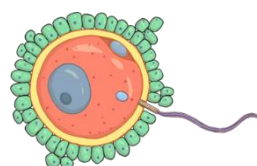


Image shown from year 4 onwards to illustrate the female reproductive system.



New image shown in Year 6 to demonstrate fertilisation of an egg cell by a sperm cell.

This final lesson which covers the process of conception, is non-statutory, therefore parents have the right to withdraw their child from this final lesson. It is important to consider that children who are withdrawn from this lesson will not get the opportunity to ask questions to their teacher on knowledge which they may still be exposed to. The lesson environment provides a factual and biological input from staff, children may be curious as to what their peers have learnt and continue to ask questions and receive information from inappropriate sources.

If parents wish to withdraw their child from this one lesson, they are encouraged to speak to the Headteacher or PSHE lead to discuss their concerns and view the resources before finalizing their decision.

### **Working Collaboratively**

As a school community, we wish to continue to work in collaboration with our parents to ensure the best outcomes for the children in our care.

We encourage parents to continue discussing themes of healthy relationships and growing up with their children as preparation and as an extension of what they are learning in school. In order to support parents in these conversations, below is an overview of the objectives that children will be learning in the Summer Term and the vocabulary related to RSHE that is taught in each year group.

Children being empowered with the knowledge and skills to understand their bodies, maintain safe relationships online and offline and understand who and how to get help and support are essential ways of safeguarding themselves. As a school we are committed to continue having these critical discussions with children.

In order to support parents and carers in having these conversations at home, we have provided the following resources which may be of interest.

If you have any further questions or queries relating to the teaching of PSHE and RSHE, please speak to a member of school staff who will be able to assist.

DFE Guidance on RSHE	<a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a>
Online Safety Support	<a href="https://parentsafe.lgfl.net/">https://parentsafe.lgfl.net/</a>
Relationships and Online Safety	<a href="https://parents.thorn.org/">https://parents.thorn.org/</a>

## Relationships Education learning objectives and vocabulary

(taken from the wider Ealing PSHE scheme of work)

Objectives and vocabulary from each year group is carried forward to the next year group (e.g. year 3 vocabulary will be revisited in year 4).

Year group	Learning objectives for Relationships Education lessons
Nursery	<ul style="list-style-type: none"> <li>○ To consider the routines and patterns of a typical day</li> <li>○ To explain how to keep myself clean and healthy and explain why it is important</li> <li>○ To identify the people in my family and explain where I can get help</li> </ul>
Reception	<ul style="list-style-type: none"> <li>○ To consider the routines and patterns of a typical day</li> <li>○ To explain how to keep myself clean and healthy and explain why it is important</li> <li>○ To identify the people in my family and explain where I can get help</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>○ To understand how to keep myself clean and healthy and explain why it is important</li> <li>○ To understand how I have grown and changed since birth</li> <li>○ To identify the people in my family, while recognising that not all families look like mine</li> <li>○ To explain where I can get help and support.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>○ To explore stereotypes</li> <li>○ To explain personal boundaries</li> <li>○ To understand how boys and girls are different and to name boy and girl body parts</li> <li>○ To understand the stages in the human lifecycle</li> <li>○ To identify the people in my family, while recognizing that not all families look like mine</li> <li>○ To explain where I can get help and support.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>○ To understand how boys and girls are different and to name boy and girl body parts</li> <li>○ To explain personal boundaries</li> <li>○ To identify the people in my family, while recognizing that not all families look like mine</li> <li>○ To explain where I can get help and support</li> <li>○ To understand good friendships</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>○ To identify the people in my family, while recognizing that not all families look like mine</li> <li>○ To explain where I can get help and support</li> <li>○ To understand basic facts about puberty</li> <li>○ To begin to understand menstruation</li> <li>○ To understand good friendships</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>○ To explore the emotional and physical changes that occur during puberty</li> <li>○ To understand male and female puberty changes</li> <li>○ To explore the impact of puberty on the body and the importance of physical hygiene</li> <li>○ To explore ways to get support during puberty</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>○ To explore positive and negative ways of communicating in relationships</li> <li>○ To understand healthy relationships</li> <li>○ To recap the male and female changes that happen during puberty</li> <li>○ To understand the human reproductive system (<b>parents can withdraw children from this lesson</b>)</li> </ul>

## Relationships Education vocabulary

Year group	Vocabulary	
<b>Nursery and Reception</b>	<ul style="list-style-type: none"> <li>○ Routine</li> <li>○ Clean</li> <li>○ Healthy</li> <li>○ Washing</li> <li>○ Family</li> <li>○ Help</li> <li>○ Support</li> </ul>	
<b>Year 1</b>	<ul style="list-style-type: none"> <li>○ Clean</li> <li>○ Hygiene</li> <li>○ Healthy</li> <li>○ Family</li> <li>○ Grown</li> <li>○ Changed</li> </ul>	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>○ Stereotype</li> <li>○ Private</li> <li>○ Boundaries</li> <li>○ Male</li> <li>○ Female</li> <li>○ Baby</li> <li>○ Adult</li> <li>○ Toddler</li> <li>○ Child</li> <li>○ Elder</li> <li>○ Penis</li> <li>○ Vagina/ Vulva</li> </ul>	
<b>Year 3</b>	<ul style="list-style-type: none"> <li>○ Differences</li> <li>○ Personal space</li> <li>○ Personal boundaries</li> <li>○ Good friendships</li> <li>○ Peer pressure</li> <li>○ Unhealthy friendships</li> </ul>	
<b>Year 4</b>	<ul style="list-style-type: none"> <li>○ Body change</li> <li>○ Puberty</li> <li>○ Testicles</li> <li>○ Sperm</li> <li>○ Nipple</li> <li>○ Pubic hair</li> <li>○ Breast</li> <li>○ Menstruation</li> <li>○ Period</li> <li>○ Fallopian tube</li> <li>○ Womb</li> <li>○ Egg</li> <li>○ Sanitary products</li> <li>○ Sweat</li> </ul>	
<b>Year 5</b>	<ul style="list-style-type: none"> <li>○ Physical changes</li> <li>○ Emotional changes</li> <li>○ Body changes</li> </ul>	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>○ Relationship</li> <li>○ Positive and negative relationship</li> <li>○ Personal information</li> <li>○ Communication</li> <li>○ Wet dream</li> <li>○ Erection</li> </ul>	<b>Sexual intercourse lesson (withdraw possible)</b> <ul style="list-style-type: none"> <li>○ Sexual intercourse</li> <li>○ Sperm</li> <li>○ Egg</li> <li>○ Fertilized</li> <li>○ Embryo</li> <li>○ Embedded</li> <li>○ Pregnancy</li> <li>○ Birth</li> </ul>

