

A Parent Guide to Relationship and Sex Education



Independent enquirers

Effective participators

Reflective learners

Creative thinkers

Self managers

Team workers

What is Relationship and Sex Education?

From September 2020 Relationships Education became statutory in Primary schools in England. The Government's definition is this: "It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual activity – this would be inappropriate teaching." (Department for Education and Employment, SRE Guidance, 2000) 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

Why is RSE needed?

- More than ever before, children are exposed to representations of sex and sexuality through the media/ social media and the social culture around them, so we need to present a balanced view of RSE and help them to be discerning and stay safe.
- Rates of sexually-transmitted infections (STIs) and teenage pregnancy in the UK are relatively high – as is the regret felt by young people after early sexual experiences.
- Research shows that most parents say they want the support of schools in providing RSE for their children.
- Research consistently shows that effective RSE delays first sexual experience and reduces risk-taking.
- Surveys of children and young people, as well as Ofsted, have repeatedly told us that RSE tends to be "too little, too late and too biological".

What are the aims of RSE?

There are four main aims for teaching RSE within the context of Primary School PSHE (Personal, Social, Health Education):

- To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion
- To help young people develop positive and healthy relationships appropriate to their age, development etc. (respect for self and others)
- To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them
- To empower them to be safe and safeguarded

Currently, parents/carers have the legal right to withdraw their children from the RSE included in the PSHE curriculum (as that is a non-statutory subject). But they are **not permitted to withdraw their child from the Sex Education included in the National Curriculum Science Orders, as Science is a statutory subject.**



We deliver the Curriculum through a programme called '3D' in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work.



The Dimensions Curriculum, reflects the 2020 guidance and covers all aspects of Relationships Education and Health Education in an age appropriate way. There are three underlying core themes taught throughout Dimensions 3D PSHE:

Health and Wellbeing
Relationships
Living in the Wider World

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community. The scheme encourages the children to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress. The 3D PSHE Programme provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life.

Our intention is that, when children leave Shawclough they do so with the knowledge, understanding and emotions to be able to play an active role in today's society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it.

As part of "Health and Well being" we aim to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development. This work is treated in a matter-of-fact and sensitive manner to allay embarrassment and fear and helps children to cope with change, including puberty and to learn about families, friendships and healthy relationships. We aim to build the positive.

What will my child actually be taught?

Each year group will be taught appropriate to their age and developmental stage. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home, and the question will not be answered to the child or class if it is outside the remit of that year group's programme.

Early years : Growing up: how we have changed since we were babies

Year 1 • They know the names for different parts of the body

• They recognise the simple physical changes they their bodies experienced since birth

SCIENCE: To know the names of basic parts of the human body and explain which part of the body are associated with each sense.

Year 2 • They are aware of the physical changes in their bodies as we grow

• They identify and respect similarities and differences between boys and girls

SCIENCE: To know that animals, including humans, have offspring which grows into adults.

• SCIENCE: To know the basic needs of animals including humans (water, food, air)

Year 3 They understand that the rate at which we grow differs from person they person.

Year 4 They show an awareness of changes that take place as they grow.



Year 5 . • Understand menstrual wellbeing including the key facts about the menstrual cycle. In this session boys and girls are taught separately, and where possible are taught in conjunction with our school nurse.

• SCIENCE: Reproductive systems of plants and some animals.

• SCIENCE: Differences in life cycles between mammals, amphibians, insect and bird.

• SCIENCE: Describe changes as humans develop to old age.

• SCIENCE: Recognise that animals produce offspring of the same kind, but normally offspring vary and are not identical to their parents.



Year 6 Understand key facts about puberty and the changing adolescent body. In this session boys and girls are taught separately, and where possible are taught in conjunction with our school nurse.

• Understand key vocabulary relating to the human body and what changes to anticipate - both emotionally and physically as we grow older.

• To understand that when we get older sometimes our mood and emotions can change which can sometimes feel unexplainable and that this feeling is normal.

All lessons are taught using simple, child-friendly language and basic pictures, which help children understand changes more effectively.

The key concepts that children learn are inner strength, self-esteem and resilience. These are really important as they help keep children safe and it helps them make healthy decisions later in life. Accurate information is important but only part of the picture: help them now by building their inner resilience, so they become mindful children, mindful teenagers, and mindful adults.



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How can I talk to my child about relationships, puberty and human reproduction?

RSE should be a partnership between the school and the parents, carers, working for every child's safety and benefit. What children learn at school is part of the puzzle, and children can continue to learn from you at home. For some parents/carers, it can feel totally natural to discuss relationships, puberty and human reproduction with their child, while for others it can seem awkward and difficult. Either way, it is important to remember these key points:

- We all want children to feel safe and to be happy and healthy
- We need to normalise talking about relationships, puberty and human reproduction so taboos don't need to exist.

Here are some tips for talking to your child:

- Be honest: if you don't know the answer to a question, be honest and say so. Tell your child that you will need to find out and that you will get back to them with more soon.
- Remember that children are curious and want to know and understand. We tend to place our adult perspective on children's questions and comments, allowing our brains to fill up with all the possible horrors that an innocent question could be about, when actually, a child just wants (and needs) a very simple, matter-of-fact answer. This answer will not involve an 'adult' understanding of a topic – it needs to be at a child's level, with opportunity given for the child to be able to ask further questions if needed. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"
- Use correct terminology: it helps that children aren't confused by hints, euphemisms and innuendo; use correct terminology whenever you can, especially for body parts. This is hugely important for safeguarding too.
- Answer questions and don't be afraid to say: 'I really don't know – let's work it out or look it up together'. Have a phrase for awkward moments, such as: 'That's a good question, and let's talk about it once we get home' (then make sure you do!).

Most parents/carers want their children to be healthy and happy.

Schools do too... and high quality RSE is part of this.

