

Milldene Primary School

Introduction to Relationships and Sex Education (RSE) Parent consultation phase

The following slides will help us to start implementing the government's guidance regarding RSE. Though, as you will see, much work has already taken place, we still regard this as the parent consultation phase. We welcome discussion with the school about this presentation and would guide you towards speaking to Mrs. Locke, Miss. Almond and/or Miss Eglington (who has been coordinating the school's PSHE and RSE education).

The parent consultation phase was originally planned for our Summer 2 2020 term for a statutory September 2020 start. The Covid-19 pandemic made this harder. We were planning to hold parent workshops, however we aren't sure when these will be viable; please take this as an apology that these messages aren't being given in person.



Department
for Education

Relationships Education, Relationships and Sex Education (RSE) and Health Education

**Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers**

N.B. Images are hyperlinked.

Which elements are statutory? What is the content of relationships education?

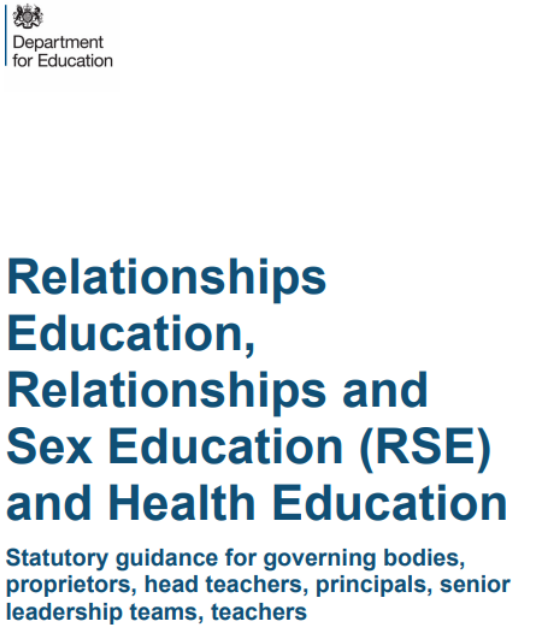
Choices the school has made regarding LGBT and, separately, sex education.

Can I withdraw my child from sex education?

The school's curriculum, including the existing statutory elements of sex education.

Which elements are statutory? What is the content of relationships education?

The government published new guidance regarding RSE for many reasons. In particular, the information and messages available to our children is readily available via the internet and other sources. It is therefore our duty to make sure they receive the most appropriate version of these messages.



Relationship Education is statutory in primary schools as of Summer term 2021 (originally September 2020, pre pandemic). It covers the following areas:

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

The following slides cover some pertinent points from the document.

Relationships Education (Primary)

54. The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

55. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

57. From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

58. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.



PSHE Education Planning Toolkit
for key stages 1 and 2

PSHE
Association

Fortunately, Milldene Primary School already covers the 'Relationships Education' guidance via our existing PSHE curriculum.

Choices the school has made regarding LGBT and, separately, sex education.

After discussions with staff, the school's governors and also reflecting upon observations made over the years, the school has decided to address LGBT relationships with an aim to normalise them. Homophobic behaviour is regarded as a hate crime in the wider world, and so it is key that our children receive a message that will help them be positive members of society.

Though this has been left to schools to make their own choices, the following points from the guidance suggest reasons they would recommend coverage of LGBT relationships.

Lesbian, Gay, Bisexual and Transgender (LGBT)

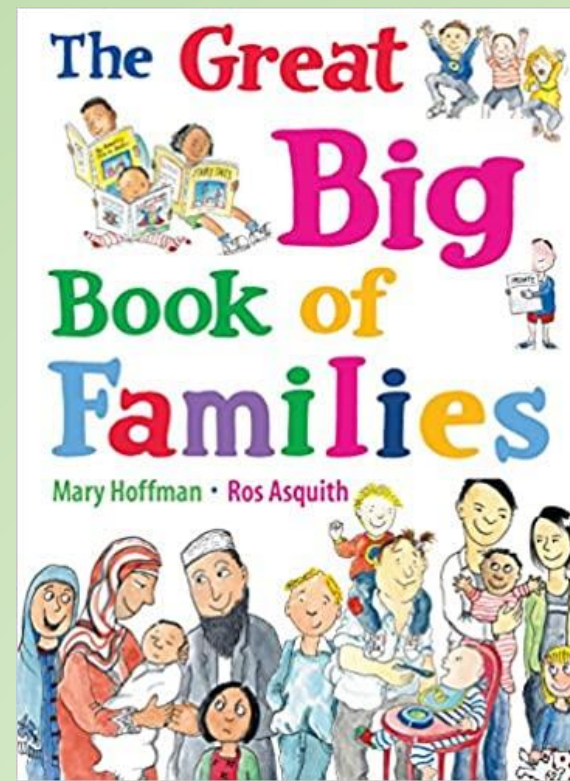
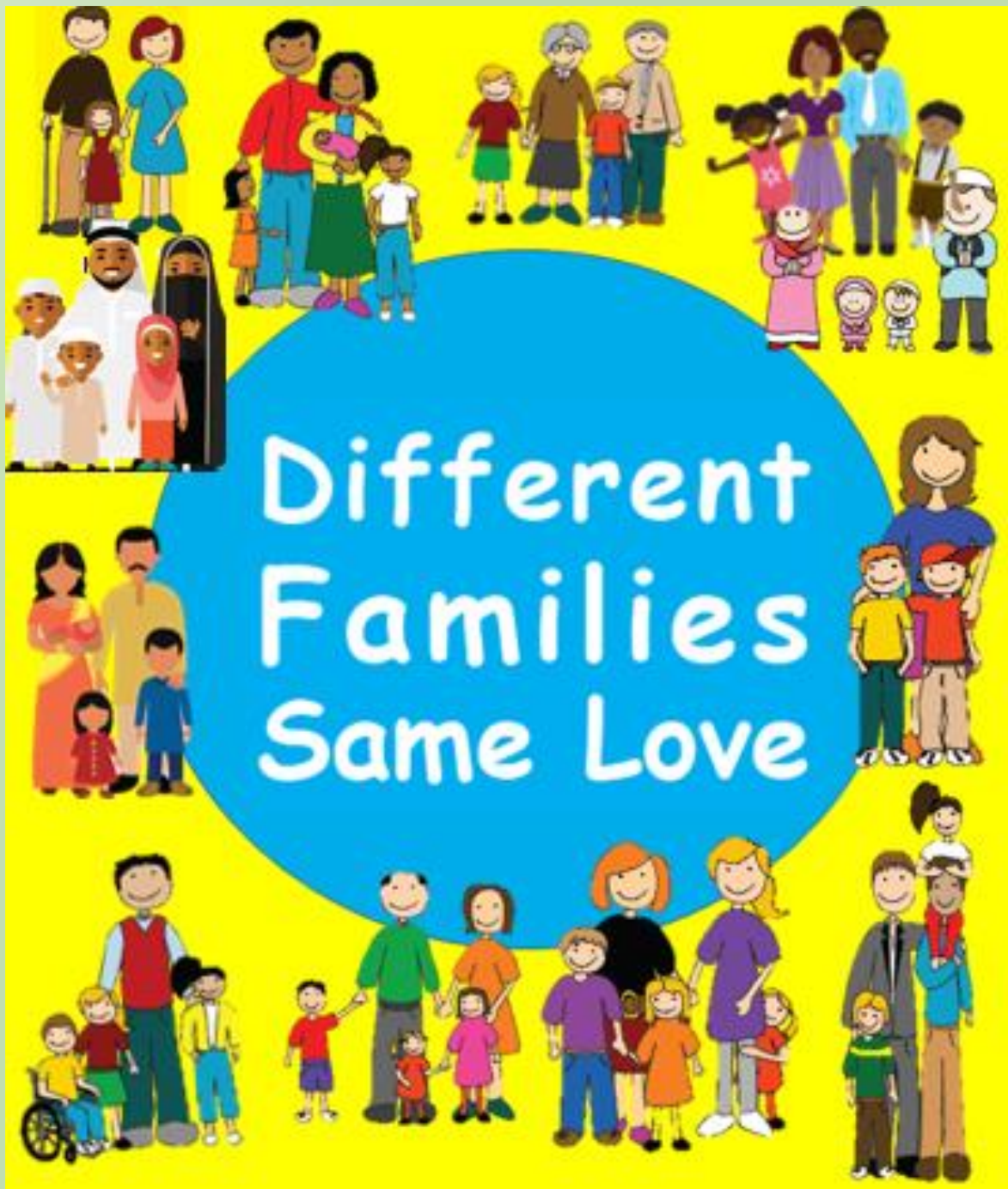
31. Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

36. In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. **Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.**

Lesbian, Gay, Bisexual and Transgender (LGBT)

37. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should **ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.** Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

59. Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. **Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.)**



Choices the school has made regarding LGBT and, separately, sex education.

As with our choices regarding LGBT relationships, the school has used discussions with staff to come to a decision to cover sex education. It is apparent that our school is one of only a few in the area who don't cover sex education. Given the ease of access to the internet, we are keen for our pupils to receive the right message, married with the positive messages from our Relationships Education planning.

The following points from the guidance reinforce our decision.

Sex education

66. It will be **for primary schools to determine** whether they need to cover any additional content on sex education to meet the needs of their pupils. **Many primary schools already choose to teach some aspects of sex education** and will continue to do so, although it is not a requirement.

67. It is important that the **transition phase before moving to secondary school** supports pupils' ongoing emotional and physical development effectively. The Department **continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.** It should ensure that both boys and girls are prepared for the changes that adolescence brings.

63. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Parental Engagement on Relationships Education

Following protests regarding sex education, the government published this document. Here is a section regarding whether it is possible to veto school decisions.

Schools should be clear with parents, from the outset and throughout, that while their views are welcome and will be genuinely reflected on to reach their final decisions, they do not amount to a veto over curriculum content. Different parents are likely to have conflicting views and the school needs to consider other factors, alongside parent views, in making their decision. This means that a veto from parents is not possible and would not be in the best interests of the school.

We are clear that both parties should engage in open, constructive and respectful dialogue at all times and that protests and/or the intimidation of headteachers and staff have no place in the engagement process or any of the operations of the school.

Can I withdraw my child from sex education?

Relationships education is compulsory.

Elements of sex education in the science curriculum are also compulsory.

Parents can withdraw children from additional sex education lessons that will be outlined within this presentation. Parents will be informed when these lessons are being taught close to the time, giving them time to discuss any concerns. Upon receiving this letter, if you do wish to withdraw your child, there is a form to use in the school's policy which will be published soon.

It is worth noting that if your child isn't part of these lessons, they may learn things second hand, in the playground for example.

The school's curriculum, including the existing statutory elements of sex education.

Statutory science curriculum

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 pupils should be taught to:

Notice that animals, including humans, have offspring which grow into adults. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Statutory science curriculum

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

Describe the life process of reproduction in some plants and animals.

Describe the changes as humans develop to old age (puberty).

Year 6 pupils should be taught to:

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

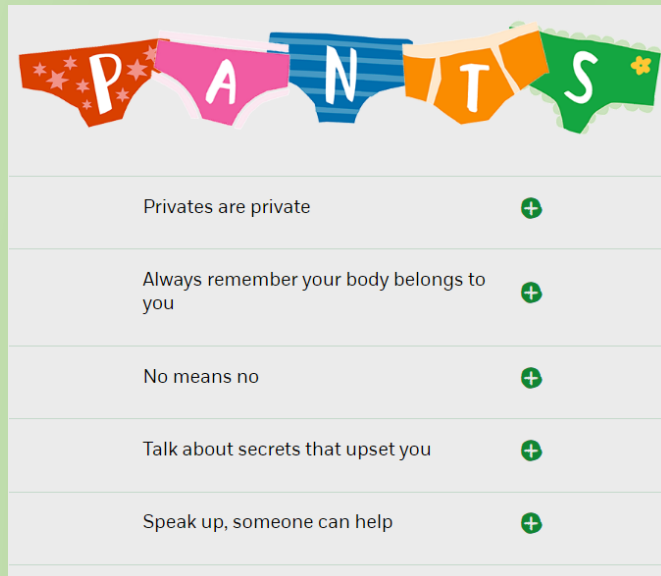
The following slides explain how we will cover additional elements of Sex Education. We will be using the plans created by Medway council, recommended by our local authority.

Year One

My special people

This lesson focuses on early learning about healthy, happy relationships, which is later built on in key stage 2. This lesson is based on a story, *Grandfather and I* by Helen E. Buckley, (an alternative story can be used if preferred). Pupils explore the ways the characters in the story care for each other and what makes them special. In addition, pupils think about the special people in their own lives, friendship, family and what it means to care for each other.

Year One will also cover the NSPCC's 'PANTS' concept regarding personal space.



Year Two

Growing up: the human life cycle

This lesson introduces the concept of the human life cycle. Pupils begin to understand how we grow and change as we get older. The lesson focuses on young children growing and changing (puberty is not mentioned until key stage 2). Pupils compare the differences between a baby and a child—what they look like and what they can do. The focus is on becoming independent; how we look after ourselves and each other as we grow, and some of the feelings that accompany the process of growing up.

Everybody's body

Pupils may have been using a variety of different words to name the male and female genitalia/sex parts, but this lesson directly teaches the correct terminology. It is important for younger pupils to know how to name their body parts correctly as this contributes to safeguarding—helping them to take care of their bodies and keep themselves safe. This is built on later in key stage 2, when pupils learn about puberty and the changes when growing from children to adults. It is suggested that this lesson is taught within the context of other learning about similarities and differences (e.g. growing and changing, people and animals). This lesson also begins to address the issue of gender stereotypes.

Year Three

What makes a good friend?

This lesson builds on pupils' learning from key stage one about special people and extends their learning about their close networks and friendships. The focus is on the qualities of being a good friend and the importance of friendship in all our lives. This lesson will help to develop pupils' understanding of positive, healthy relationships, and is written at a level appropriate for pupils in year 3 or 4. This concept is re-visited in upper key stage two.

Falling out with friends

This lesson follows on from the previous lesson - What makes a good friend? Sometimes, even good friends have disagreements or 'fall out' – it is important that pupils learn that there are ways to manage this if it happens to them. Pupils should understand that a quarrel does not always mean the end of a friendship and that there are things they can do that might help to mend or strengthen their friendship. To further develop their understanding, pupils explore strategies they can use to try to solve problems that can arise in friendships and to seek help if they need it.

Year Four

Year Four will revisit the NSPCC's 'PANTS' concept regarding personal space, which will have been originally covered in Year One.



The graphic shows the word 'PANTS' where each letter is inside a different colored pair of underwear: P (orange), A (pink), N (blue), T (orange), and S (green).

Privates are private	+
Always remember your body belongs to you	+
No means no	+
Talk about secrets that upset you	+
Speak up, someone can help	+



Year Five

PUBERTY LESSONS 1-4

Time to change

The first lesson focuses on some of the external changes that happen to the body.

Menstruation and wet dreams

The second lesson focuses in more detail on some of the external and internal changes that happen to the human body.

Physical hygiene

This lesson helps pupils to recognise the importance of personal hygiene during puberty, and to consider some of the questions young people may have about the physical changes at puberty.

Emotions and feelings

This lesson focuses in more detail on some of the emotional changes that may take place during puberty and outlines some of the changes that may occur in friendships and other relationships. It teaches pupils where and how to get help and support.

Year Six

Puberty: re-cap and review

This lesson has been designed to consolidate pupils' previous learning about puberty and is specifically aimed at year 6 pupils. Pupils should have already learned about puberty in year 4 or year 5, but this lesson gives them the opportunity to recap and review their understanding of puberty, before introducing lessons on how babies are made. It will also allow pupils to revisit key vocabulary used in later lessons.

Puberty: change and becoming independent

This lesson extends pupils' thinking about puberty and the concept of change throughout our lives. It explores in more detail, some of the feelings associated with change. It helps pupils to consider changes that might occur alongside puberty, including moving to secondary school and the new roles and responsibilities that this might bring.

Year Six

Positive, healthy relationships

Increasing pupils' understanding of what is meant by a positive, healthy and loving relationship is an important part of safeguarding their health and wellbeing. This lesson looks at different kinds of relationships, and the values, expectations and responsibilities within healthy, positive relationships. The lesson also explores some ways that changing relationships can be managed—ensuring behaviour is respectful, even when things do change.

How babies are made

By year 6, it is likely that pupils will have some idea about how babies are made through sexual intercourse. Although it is possible they may have some misconceptions, very few pupils will still believe myths or make-believe stories. Having an understanding of what is meant by sex is an important foundation for the RSE they will receive at secondary school. This lesson emphasises that having sexual intercourse or the decision to have a baby is something for when they are much older. It also emphasises the importance of consent in this context. The lesson enables pupils to reflect on the values and responsibilities within healthy adult relationships and is therefore set clearly within RSE— as part of the wider PSHE education curriculum.

