



Jerry Clay Academy Relationships AND Sex Education



New Guidance



- 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 Year 5 & 6 the science curriculum form part of what might be considered as sex education- puberty and reproduction.

Science Curriculum



As part of the Science curriculum we teach the following statutory objectives that build understanding about growth and reproduction:

Year One

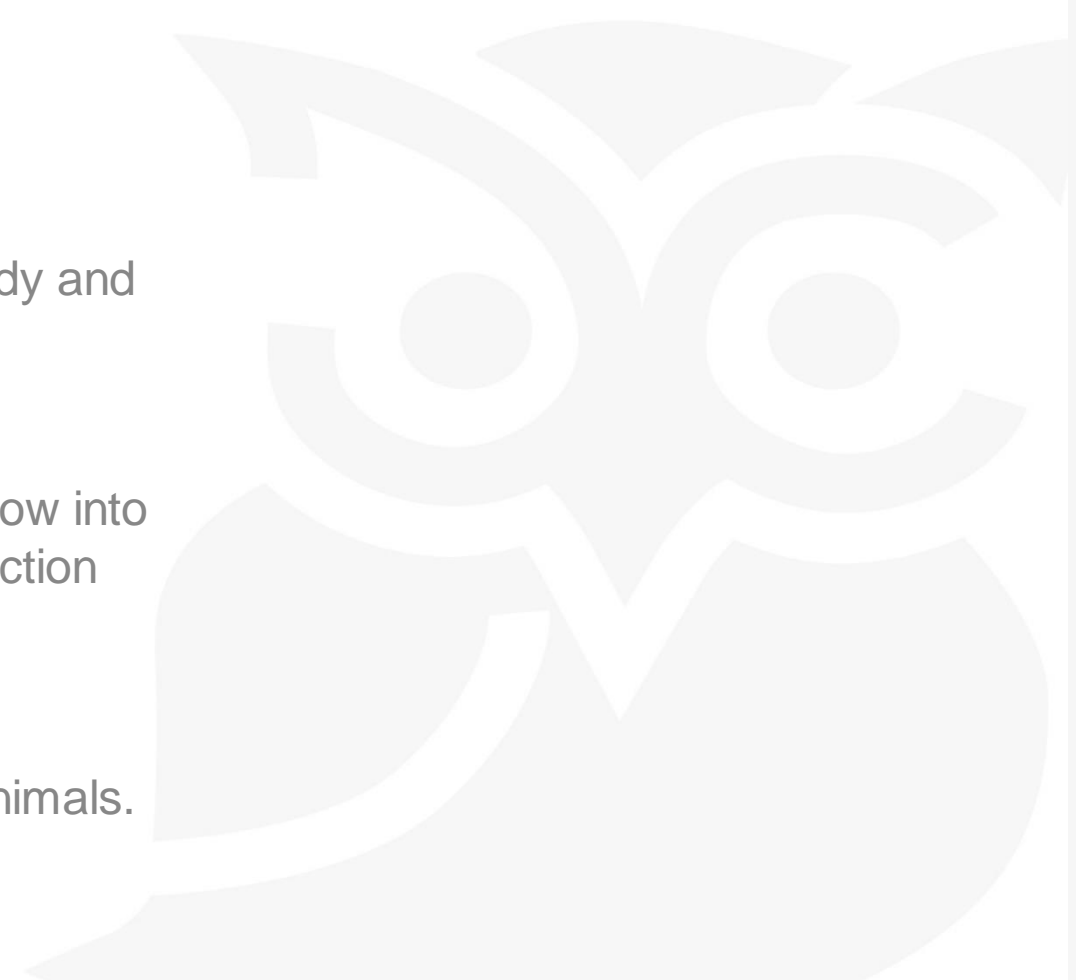
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year Two

Notice that animals, including humans, have offspring which grow into adults they should not be expected to understand how reproduction occurs.

Year Five and Year Six

Describe the life process of reproduction in some plants and animals. They should learn about the changes experienced in puberty



Where and how did you learn about sex and relationships?
For young people, their learning comes from...



The Internet

TV Programmes

Socialising with peers

Family

School

Why is Relationships and Sex Education important?



- Entitlement
- Puberty is starting earlier- for some children by age 9
- Unwanted conceptions
- Sexually transmitted infections
- Safeguarding
 - Grooming
 - Child Sexual Exploitation
 - Abuse
 - Sexting
 - Online pornography



What is effective Relationships & Sex Education (SRE)?

- 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

Ofsted review of existing RSE nationally



- Required improvement in over a third of schools and was not systematic enough
- Children were not adequately prepared for puberty
- In Primary Schools, too much emphasis was placed on friendships and relationships

Your rights as a parent:

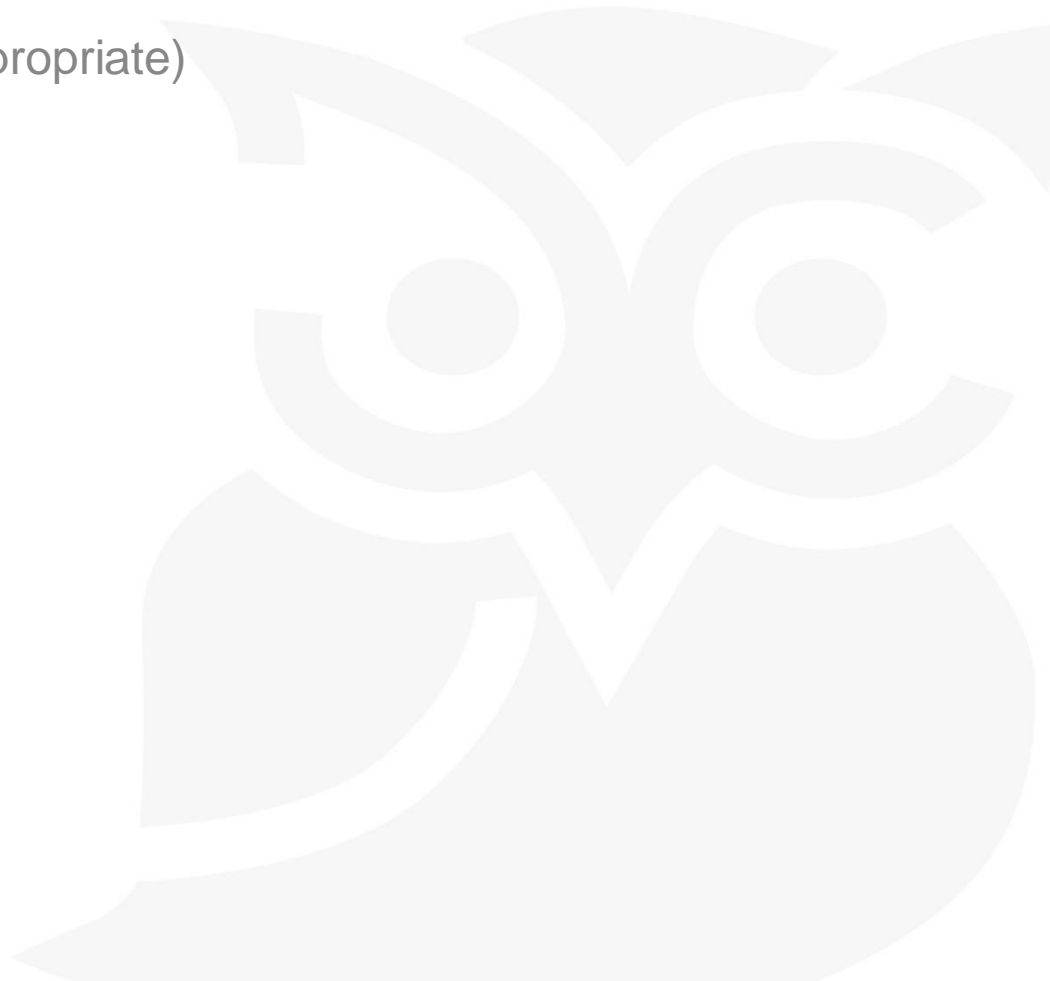
- To be informed of the RSE curriculum and policy
- To be consulted about changes to these
- To withdraw your child from Sex education lessons (that are outside of/ additional to the Science National Curriculum)

Finding out from children about what they already know/ need to know about Relationships and Sex :



- What do they need to know now? (What they view as age appropriate)
- What do they need to know at the age of 13?

In addition they were asked:
'Tell me about this picture....'



What did children say?



What children feel they need to know about now:

Year 2:

- Mainly about rules and keeping safe

Year 4:

- Body changes- growing bigger, voice changes, marriage and dating (though dating wouldn't start until secondary school)

Year 6:

- Hormones, body changes, relationships with family and friends, gender and sexuality; gender stereotypes

What did children say they needed to know later?



Year 2:

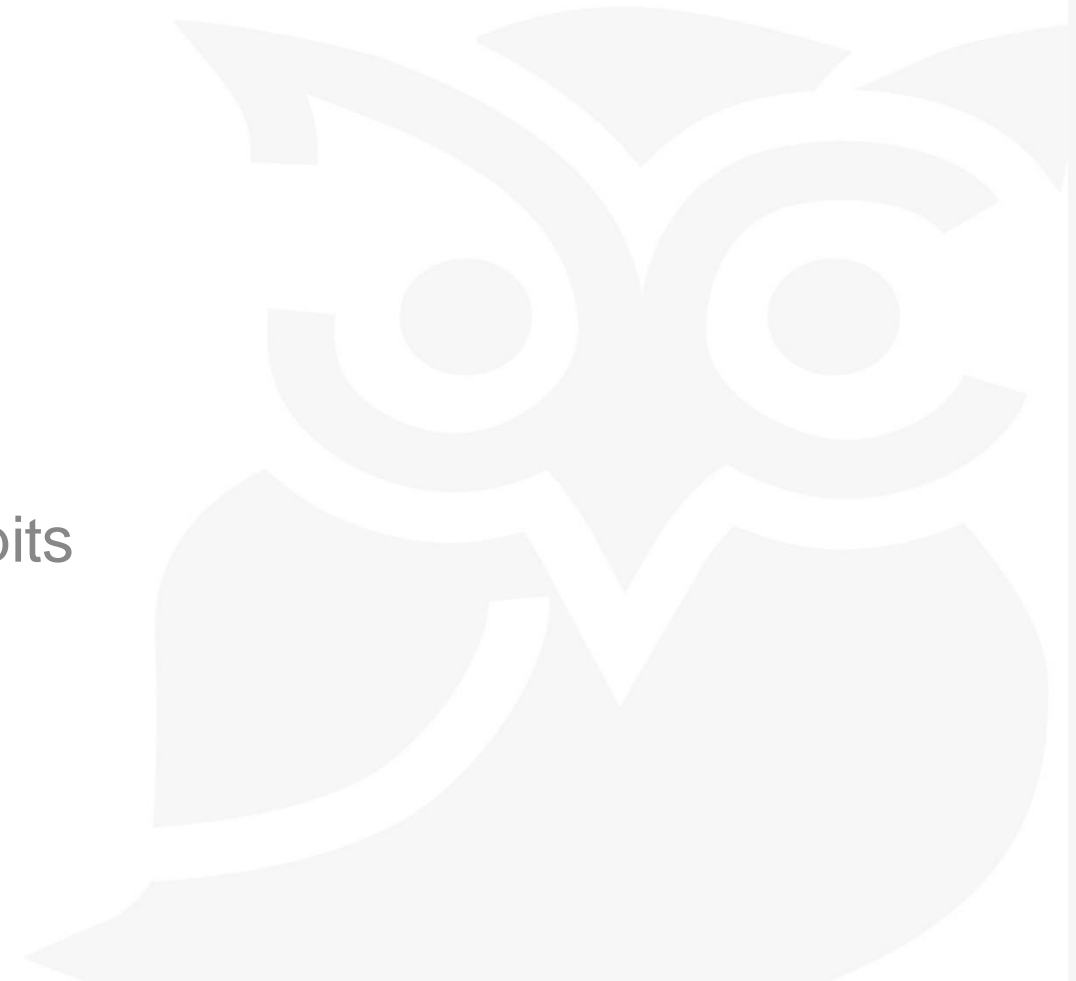
- Internet safety
- Stranger danger
- Knives

Year 4:

- Bullying
- Internet safety,
- Having babies
- Periods and hair growing under armpits

Year 6:

- How not to have a baby



Where did children think the baby had come from?



Year 2:

It has come from Scotland
It was found on a doorstep
A shop
A seed from daddy
A seed from a plant
God
Staying in bed
Telepathy

Year 4:

- You eat a seed
- God
- A man and a girl do a thingamajig
- I'm not saying!
- Sperm like a tadpole
- Confusion about how a woman could be pregnant without a man

Year 6:

- Lots of giggling
- ... more giggling!
- Sperm, Testicles
- Womb
- Egg

How does the baby get out?



Year 2:

- Push it out
- Belly button
- Out of your private bits
- The pelvis
- Hospital

Year 4:

- Their bottom
- Their tummy
- Go to hospital and sit in a chair and push
- It comes out of their tummy
- They have to cut the belly open

Year 6:

- You know you are in labour because water comes out
- Vagina
- If something is wrong cut open her belly

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

Summary



- Parents have the right to withdraw children from Sex Education lessons at Primary School that go **beyond** the content in the Science National Curriculum.
- Topics covered related and linked to the Science Curriculum are statutory and not optional to teach. This is as follows:
 - In Key Stage 1, children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth but not how reproduction occurs.
 - In Upper Key Stage 2 (Year 5/6), children are taught about the life cycles of humans and animals, including reproduction. They also learn about the change that happen in humans from birth to old age. This includes learning about what happens in puberty.
- School's have the right and obligation to teach RSE topic to prepare children for life when they leave school.
- The curriculum on Relationships and Sex Education should complement, and be supported by, the school's wider policies on Behaviour, bullying and safeguarding (PSHE; E-Safety, Relationships etc).

Next Steps:

- Please look at the materials on the school website:
- Please look at the Curriculum coverage and content for Key Stage 1 and Key Stage 2.
- Please respond to the anonymous Parent Mail survey:

We are particularly interested in your views about when to tackle different concepts and any areas you might like further support with at home.

I am aware that there will be differences of opinion, but we will take your views into account when we finalise our policy and curriculum plan.

We will share this with you later this term.

Year 1		
Mental Health and Emotional Well-being Physical Health	Relationships	Living in the wider world / Citizenship
<ul style="list-style-type: none"> • To recognise a range of feelings and emotions (good and bad). • To learn words to describe feelings • To learn simple strategies for managing feelings. • Learn about people who look after them and family networks. • The process of growing from young to old and how people’s needs change. • that household products, including medicines, can be harmful if not used properly • Learn about personal hygiene and germs including bacteria, viruses, how they are spread including the importance of handwashing. 	<ul style="list-style-type: none"> • To communicate their feelings to others. • Recognise and respond to how others show feelings. • Recognise that their behaviour can affect other people. • The difference between secrets and surprises. • Recognise what is fair and unfair, kind and unkind, what is right and wrong. • Healthy positive friendships. • Identify special people, what makes them special and how to care for one another. 	<ul style="list-style-type: none"> • Learn about responsibilities and rules relating to people and other living things. • That they belong to different groups and communities such as family and School. • How they can contribute to the life of the classroom and school. • To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.

Year 2		
Mental Health and Emotional Well-being Physical Health	Relationships	Living in the wider world / Citizenship
<ul style="list-style-type: none"> • To recognise and celebrate their own strengths and set simple challenging goals. • Learn rules for being physically and emotionally safe including e-safety. • To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. • The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls. • What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy. • What constitutes and how to maintain a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. • What positively and negatively affects their physical, mental and emotional health. 	<ul style="list-style-type: none"> • To identify and respect the differences and similarities between people. • About the 'special people' who work in their community and who are responsible for looking after them and protecting them (including dialling 999 for emergency). • Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. How to resist teasing or bullying and what to do if they experience or witness it. • To share their opinions on things that matter to them and explain their views. 	<ul style="list-style-type: none"> • Learn that people and other living things have rights and that everyone has responsibilities to protect those rights. • What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). • About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices. • Ways in which they are all unique; understand that there has never been and will never be another 'them'. • Ways in which we are the same as all other people; what we have in common with everyone else.

Year 3		
Mental Health and Emotional Well-being Physical Health	Relationships	Living in the wider world / Citizenship
<ul style="list-style-type: none"> • What positively and negatively affects their physical, mental and emotional health. • To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet • To reflect on and celebrate their achievements, identify their strengths and areas for development. • To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. • That bacteria and viruses can affect health and that following simple routines can reduce their spread. • School rules about health and safety, basic emergency aid procedures, where and how to get help. • About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe 	<ul style="list-style-type: none"> • To recognise and respond appropriately to a wider range of feelings in others. • To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. • To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. • To recognise different types of relationship, including those between acquaintances, friends, relatives and families. • That their actions affect themselves and others. • To work collaboratively towards shared goals. • To recognise and manage 'dares'. • How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). 	<ul style="list-style-type: none"> • That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. • To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. • What being part of a community means, and about the varied institutions that support communities locally and nationally. • To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. • About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.

Year 4		
Mental Health and Emotional Well-being Physical Health	Relationships	Living in the wider world / Citizenship
<ul style="list-style-type: none"> • How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. • To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. • To differentiate between the terms, 'risk', 'danger' and 'hazard'. • How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. • What is meant by the term 'habit' and why habits can be hard to change. 	<ul style="list-style-type: none"> • That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. • That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. • To recognise and challenge stereotypes. • About the difference between, and the terms associated with, sex, gender identity and sexual orientation. • That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership. • That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others. 	<ul style="list-style-type: none"> • To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. • To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. • To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. • To consider the lives of people living in other places, and people with different values and customs.

Year 5		
Mental Health and Emotional Well-being Physical Health	Relationships	Living in the wider world / Citizenship
<ul style="list-style-type: none"> To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. Responsibility to keep themselves and others safe. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. Strategies for keeping physically and emotionally safe including road safety (including cycle safety 'Bikeability' programme), and safety in the environment (including rail, water and fire safety). Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. 	<ul style="list-style-type: none"> To judge what kind of physical contact is acceptable or unacceptable and how to respond. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. 	<ul style="list-style-type: none"> To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT). That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. What is meant by enterprise and begin to develop enterprise skills.

Year 6		
Mental Health and Emotional Well-being Physical Health	Relationships	Living in the wider world / Citizenship
<ul style="list-style-type: none"> • About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. • How their body will, and their emotions may, change as they approach and move through puberty. • About human reproduction. • About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers. • The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc). • How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. 	<ul style="list-style-type: none"> • That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help). • To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. 	<ul style="list-style-type: none"> • Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. • That these universal rights are there to protect everyone and have primacy both over national law and family and community practices. • To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) • To explore and critique how the media present information. • To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.

Please don't hesitate to get in touch should you require additional information.

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