

# Relationships and Sex Education

Parents meeting



# Think about the world today...

Which sources of information do children have readily available in comparison to when you were a child?

How has the world changed?



# Children are still children

- Yet they have far more information to process and ways to discover something they have a questions about.
- If they want to find something out, they can – quite easily.



# Statutory guidelines

The government passed an amendment to the Children and Social Work Bill to make... Relationships and Sex Education (RSE), and Health Education compulsory for Secondary Schools and Relationships Education and Health Education compulsory in Primary Schools ...from Sept 2020.

(This move was supported by over 100 organisations, including Public Health England, Teaching Unions, NCB, etc)



## Catholic Schools

- As part of Catholic Education, Catholic schools have had a head start in the delivery of a Relationships and Sex Education scheme.
- Other non faith schools have had to adopt a scheme in order to teach these important elements and may not be as ready to implement this in time for the deadline.



# Journey in Love

- Our Archdiocese approved scheme of work for Relationships and Sex Education is called 'Journey in Love'
- It is used along-side the P.S.H.E scheme and our Science curriculum and is age appropriate.



# Content expectations for R.S.E: Primary

## Relationships

- Families and people who care for me x 6
- Caring friendships x 5
- Respectful relationships x 8
- Online relationships x 5
- Being safe x 8



# Health

- Mental wellbeing x 10
- Internet safety and harms x 7
- Physical Health and Fitness x 4
- Healthy eating x 3
- Drugs, alcohol and tobacco x 1
- Health and prevention x 6
- Basic first aid x 2
- Changing adolescent body x 2



# Science Programme of Study

## Science Key Stage 1

- 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 1 • notice that animals, including humans, have offspring which grow into adults

## Science Key stage 2

describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- learn about the changes experienced in puberty



# Right to withdraw from lessons

- There is no right to withdraw from Relationships Education, Health Education or Science
- End of KS2 and KS3
- Parents have the right to request that their child be withdrawn from some or all of **sex education until 3 school terms before their 16th birthday**.
- Before granting any such request it would be good practice for the head teacher to discuss the request with parents and as appropriate with the child
- The school needs to provide appropriate and purposeful education during the lessons missed.



# Withdrawing children at Primary level

- As all lessons throughout the RSE scheme are mirrored in their content with the themes covered in PSHE and Science lessons, there is only 1 lesson in Year 6 that you can request your child to be withdrawn from.
- The lesson is regarding intercourse, and is only 1 lesson out of the series of lessons the children will learn in Year 6.
- Pupils will be discretely provided with an alternative lesson during this time.
- **Please inform the school if you wish to withdraw your child and we will do our best to discuss the reasons and hopefully allay fears before you make a final decision.**



# Children are willing to learn

- Children will learn and take lessons as a learning journey.
- It is alright to find lessons embarrassing at first, but having a giggle together and getting that out into the open relaxes the mood.
- Children become very interested and enjoy learning.
- The children are encouraged to talk about what they have learnt at home with their parents, to break down barriers and share their education as with other subjects.

Very often the parents are more embarrassed than the children.



# Lesbian, Gay, Bisexual and Transgender (LGBT)

- 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.
- 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 standalone 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.



“Children will of course find out about all sorts of things, including the diversity of our society, anyway – the question is where and how is it best to do so – in class, on the internet, or in the playground. I would strongly encourage schools to discuss with children in class that there are all sorts of different, strong and loving families, including families with same-sex parents, while they are at primary school.”

■ Damian Hinds 24th June 2019

Education minister 2018-2019



# LGBT Inclusive curriculum

- At primary level, this is exclusively statutory 'relationships education' – not 'sex education'
- Pupils are aware of inclusivity - teaching about LGBT relationships begins with teaching about diverse families from an early age
- Integrate inclusivity throughout... avoid one-off lessons / units of work that focus on one aspect of diversity e.g. same sex relationships to 'tick the box'



# If a child or young person has received effective RSE, it could ultimately impact positively upon:

- the age at which a person first has sex
- the likelihood of a person contracting a sexually transmitted infection (STI)
- the likelihood of an unplanned pregnancy (and/or teenage conception)
- the likelihood of entering into an exploitative relationship
- emotional health and well-being
  - the chance of developing a positive body image and self-esteem
- tolerance of difference and diversity
  - the likelihood of a young person accessing help and support with matters relating to the body or sex



# Dealing with Sensitive Questions

- Value pupils questions
- Answer questions in a factual, honest and age appropriate way
- Allow thinking time
- If a question is too personal, draw attention to the ground rules
- If you don't know the answer, that is ok
- If the question is inappropriate for the whole class, talk to the pupil later and follow safeguarding procedures
- Using a Question box can give you time to reflect on your answers

Refer the children to learning that will follow in later years to answer that question or ask them to ask their parents that question.



## Any questions?

- Please feel free to come to me with any concerns at any time.



Thank you for listening.

**And well done!**

