

Relationships and Sex Education

Consultation with our School Community





Why is the Curriculum Changing?

- Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline.
 - This presents many positive and exciting opportunities, but also challenges and risks.
 - In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.
- The Children and Social Work Act 2017 introduced a new legislation on Relationships Education, Relationships and Sex Education, and Health Education in Schools.
- Safeguarding children is at the heart of Relationships and Sex Education.



Why is Relationships and Sex Education important?

High quality Relationship and Sex Education (RSE) helps create safe school communities in which students can grow, learn, and develop positive, healthy behaviours for life, and for the following reasons:

- Provide a framework in which sensitive discussions can take place
- Prepare for puberty, giving pupils an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

A comprehensive RSE programme can support in addressing these issues.

Relationships and Sex Education Curriculum



- Relationships education will be compulsory for all primary age pupils from the Summer Term 2021
- Parents **do not** have the right to withdraw their children from relationships education.
- Parents **do** have the right to withdraw their children from sex education.
- Sex education is not compulsory in primary schools, beyond the science curriculum.
- At Roxwell Primary School, we support the science curriculum with an additional Sex and Relationships teaching unit taught in the Summer term for **Year 6 pupils only**.
- Health education will be compulsory for all pupils in all state funded schools.
- At Roxwell Primary School, our curriculum content has been developed in line with Trust policy, taking into account the age, needs and feelings of pupils.
- Teaching at school will compliment and reinforce the lessons families teach their children as they grow up.

Science Education Curriculum



We teach the following statutory science objectives that build understanding about growth and reproduction:

Key Stage 1 (age 5-7years)

- 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.*

Key Stage 2 (age 7-11years)

- 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.*
- 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*

Curriculum Delivery



- Relationships and Sex Education is taught within the personal, social, health and economic (PSHE) curriculum.
- Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships.
- Our PSHE and RSE curriculum is based on the PSHE Association's Programme alongside the Church of England's "Goodness and Mercy" Relationships, Sex and Health Education programme.
- RSE topics include:
 - Healthy Lifestyles
 - Growing and Changing
 - Keeping Safe
 - Feelings and emotions
 - Healthy relationships
 - Valuing differences
 - Rights and responsibilities
 - Environment
 - Money

PSHE Curriculum Overview Year A

Yr A	Term	Autumn			Spring			Summer		
Core Themes		Health & Wellbeing			Relationships			Living in the Wider World		
	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing difference	Rights and Responsibilities	Environment	Money	
Reception	Healthy; hygiene routines Getting enough Sleep. Good mouth hygiene.	Recognising what they are good at. Learning about changes and how it feels.	Keeping safe around home; Who can help?	What are feelings?	Special people in our lives.	What does 'different' mean and what does 'the same' mean?	What makes me- me?	What does environment mean and where is mine?	My piggy bank. What's it for? How do I fill it up?	
Year 1 & 2	What helps keep bodies healthy. Getting good sleep	Recognising what they are good at; setting goals. Growing; changing. Change and loss and how it feels.	Keeping safe around household products; how to ask for help if they are worried about something;	Recognising feelings in self and others; sharing feelings.	Secrets and keeping safe; special people in their lives.	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; Everybody is unique in some ways and the same in others	Looking after the local environment (CROSS YEARGROUP PROJECT with year 3& 4)	Where does money comes from; saving and spending money; making choices; keeping track of money spent/saved	
Year 3 & 4	What makes a balanced lifestyle making their own food choices, what influences their choices & habits.	Recognising what they are good at; setting goals Describing feelings; conflicting feelings and how to manage feelings.	School rules on health and safety; basic emergency aid. People who help them stay healthy and safe.	Keeping something confidential or secret; when to break a confidence; recognise and manage 'dares'	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers (2)	Listen and respond effectively to people; share points of view (2)	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world	Sustainability of the environment across the world (Cross curricular project with year 1 & 2)	Role of managing money (saving and budgeting) what is meant by interest and loan.	
Year 5 & 6	What positively and negatively affects health and wellbeing. Making informed choices. Benefits of a balanced diet differences on food; skills to make choices.	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief.	Strategies for managing personal safety in the local environment; online safety; including images; mobile phone safety.	Responding to others feelings	Actions have consequences. Working collaboratively; negation and compromise; giving feedback.	Listening to others; raise concerns and challenge.	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws. Antisocial behaviour and resolving differences.	Different rights, responsibilities and duties.	Importance of finance in peoples lives. Being a critical consumer. Looking after money, interest loan debt management, tax.	
Relationships and Sex Education										
Year 6 Only	<p>Content is supported by <i>Goodness and Mercy, RSHE for Church of England Schools</i>. At the point of teaching, pupils are spilt into gender groups to encourage supportive discussions throughout each session. Throughout the sessions pupils will;</p> <ul style="list-style-type: none"> describe, using accurate vocabulary, what happens between a man and woman that has the possibility of resulting in a baby. suggest how close intimate relationships might affect people physically, emotionally and spiritually. discuss how people choose to have babies and can suggest criteria for when it might be a sensible time. explain why some people argue that the best time for such closeness is within a long-term, faithful and committed relationships such as marriage. talk about how some people don't choose this option and prefer to not have sexual intercourse with anyone and that this is another positive choice. understand that in UK it is unlawful to have sex until you are 16. explain what happens at conception and are able to explain the journey from pregnancy to birth. Pupils can talk about why having a baby is wonderful but a huge responsibility. 									

PSHE Curriculum Overview Year B

Yr B	Term	Autumn			Spring			Summer		
Core Themes		Health & Wellbeing			Relationships			Living in the Wider World		
		Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing difference	Rights and Responsibilities	Environment	Money
Reception		Healthy; hygiene routines Getting enough Sleep.	Recognising what they are good at. Learning about changes and how it feels.	Keeping safe around home; Who can help?	What are feelings?	Special people in our lives.	What does 'different' mean and what does 'the same' mean?	What makes me- me?	What does environment mean and where is mine?	My piggy bank. What's it for? How do I fill it up?
Year 1 & 2		Healthy choices; different feelings; managing feelings	Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (including external genitalia) .	Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts	Behaviour; bodies and feelings can be hurt	Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency	Looking after the wider environment (CROSS YEARGROUP PROJECT with year 3& 4)	Where does money comes from; saving and spending money; making choices; keeping track of money spent/saved
Year 3 & 4		What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs	Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change	How to keep safe in local area and online; people who help them stay healthy and safe	Recognising feelings in others; responding to how others are feeling.	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	Listen and respond effectively to people; share points of view	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world	Sustainability of the environment across the world (Cross curricular project with year 1 & 2)	Enterprise; what it means; developing skills in enterprise (CROSS YEARGROUP PROJECT with yr. 6)
Year 5 & 6		Images in the media and reality; how this can affect how people feel; risks and effects of drugs	Recognising what they are good at; setting goals; aspirations. Changes at puberty (recap Y4); human reproduction; roles and responsibilities of parents	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out; who is responsible for their health and safety; where to get help and advice	Confidentiality and when to break a confidence; managing dares	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy.	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying	Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others	How resources are allocated; effect of this on individuals; communities and environment	Start up an enterprise (CROSS YEARGROUP PROJECT WITH YEAR 3)

Relationships and Sex Education

Year 6 Only Content is supported by *Goodness and Mercy, RSHE for Church of England Schools*. At the point of teaching, pupils are split into gender groups to encourage supportive discussions throughout each session.

Throughout the sessions pupils will;

- describe, using accurate vocabulary, what happens between a man and woman that has the possibility of resulting in a baby.
- suggest how close intimate relationships might affect people physically, emotionally and spiritually.
- discuss how people choose to have babies and can suggest criteria for when it might be a sensible time.
- explain why some people argue that the best time for such closeness is within a long-term, faithful and committed relationships such as marriage.
- talk about how some people don't choose this option and prefer to not have sexual intercourse with anyone and that this is another positive choice.
- understand that in UK it is unlawful to have sex until you are 16.
- explain what happens at conception and are able to explain the journey from pregnancy to birth.
- Pupils can talk about why having a baby is wonderful but a huge responsibility.

Commonly Asked Questions



- Will schools have to engage with parents before teaching these subjects?

Schools are required to consult parents when developing and reviewing the RSE policy. Schools will listen to all stakeholder's views and make a reasonable decision on what, when and how the RSE curriculum is taught.

- Do parents have a right to withdraw their child from RSE?

Primary Education parents can withdraw their child from any aspect of Sex Education other than what is covered in the Science Curriculum.

The Right to Withdraw form can be found in the Trust RSE Policy.

Parents do not have the right to withdraw children from Relationships or Health Education.

- Does the new RSE curriculum take into account faith?

The DfE states that Relationships Education has been designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain – this means taking into account the religious background of pupils when planning teaching, so that topics are appropriately handled. As a Church of England school we have ensured that our curriculum meets the requirements of the Church of England.

What happens next?



The consultation run from Monday 12th April and will close at 9am on Friday 23rd April.

If you have any comments please forward them directly by email to

info@lifeeducationtrust.com



Thank you.

