

RSE Parent Meeting

Thursday 8th June 2023



Aims of this meeting

- To share the statutory changes to PSHE and RSE
- To share the definitions of RSE as set out in our policy
- To look at the RSE curriculum and some of the resources used
- To discuss the importance of why we teach RSE
- To explain the 'right to withdraw' process and when it can be used
- Opportunity for questions



What are the changes ?

The new guidance replaces the Sex and Relationships guidance from 2000.

‘The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.’

PSHE now forms part of the statutory curriculum to be taught in primary schools, relationships and health education are included in this. “PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.” –PSHE Association

RSE

RSE stands for Relationships and Sex Education.

What do we mean when we say 'Relationships'?

'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.'

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



Continued...

- The aims of relationships and sex education (RSE) at our school are to:
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them 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 issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations, protect themselves and ask for help and support

Definition

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

Curriculum Content

	Year 2 Boys and girls, families	Year 3 Boys and girls, families	Year 4 Growing up and changing	Year 5 Healthy relationships	Year 6 Healthy relationships / How a baby is made
Objectives	<p>Pupils learn:</p> <ul style="list-style-type: none"> ● to understand and respect the differences and similarities between people ● about the biological differences between male and female animals and their role in the life cycle ● the biological differences between male and female children ● about growing from young to old and that they are growing and changing ● that everybody needs to be cared for and ways in which they care for others ● about different types of family and how their home-life is special 	<p>Pupils learn:</p> <ul style="list-style-type: none"> ● to understand and respect the differences and similarities between people ● about the biological differences between male and female animals and their role in the life cycle ● the biological differences between male and female children ● about growing from young to old and that they are growing and changing ● that everybody needs to be cared for and ways in which they care for others ● about different types of family and how their home-life is special 	<p>Pupils learn:</p> <ul style="list-style-type: none"> ● about the way we grow and change throughout the human lifecycle ● about the physical changes associated with puberty ● about menstruation ● about the impact of puberty in physical hygiene and strategies for managing this ● how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty ● strategies to deal with feelings in the context of relationships ● to answer each other's questions about puberty with confidence, to seek support and advice when they need it 	<p>Pupils learn:</p> <ul style="list-style-type: none"> ● about the way we grow and change throughout the human lifecycle ● about the physical changes associated with puberty ● about menstruation and wet dreams ● about the impact of puberty in physical hygiene and strategies for managing this ● how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty ● strategies to deal with feelings in the context of relationships ● to answer each other's questions about puberty with confidence, to seek support and advice when they need it 	<p>Pupils learn:</p> <ul style="list-style-type: none"> ● about the changes that occur during puberty ● to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact ● what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships ● about human reproduction in the context of the human lifecycle ● how a baby is made and grows (conception and pregnancy) ● about roles and responsibilities of carers and parents ● to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it

Resources

Some people think a girl is...

What do people say about boys and girls?
What are they really like?

Complete the sentences below and draw pictures to show what you mean

What is a girl?

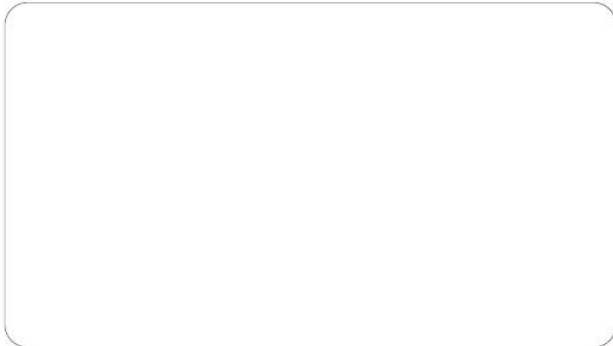
Some people say that only boys

.....
.....
.....

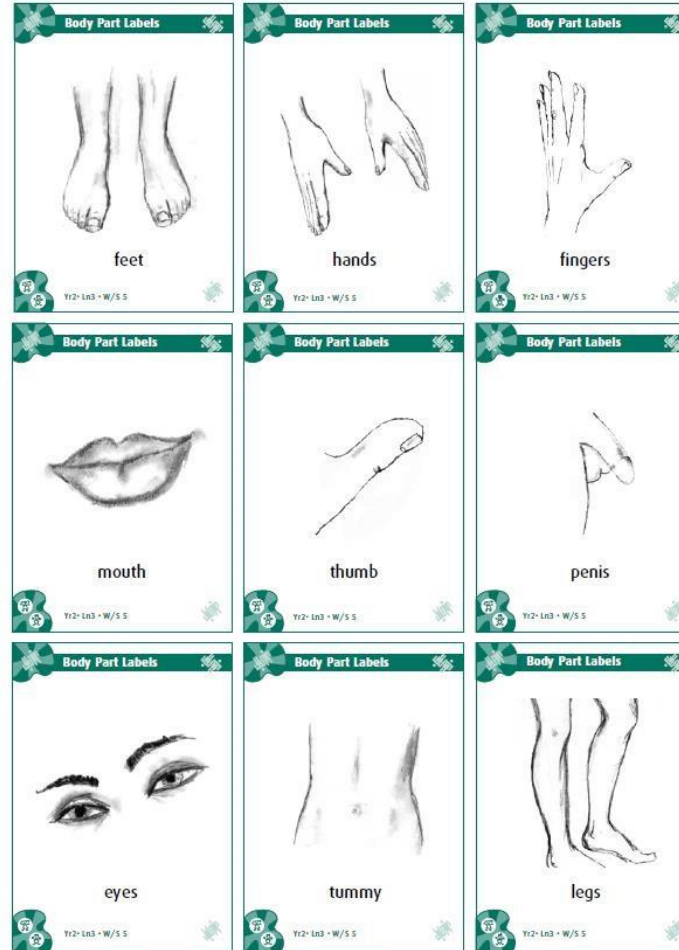
But I am a girl and I

.....
.....
.....

Can you draw a picture of yourself that shows what you mean?



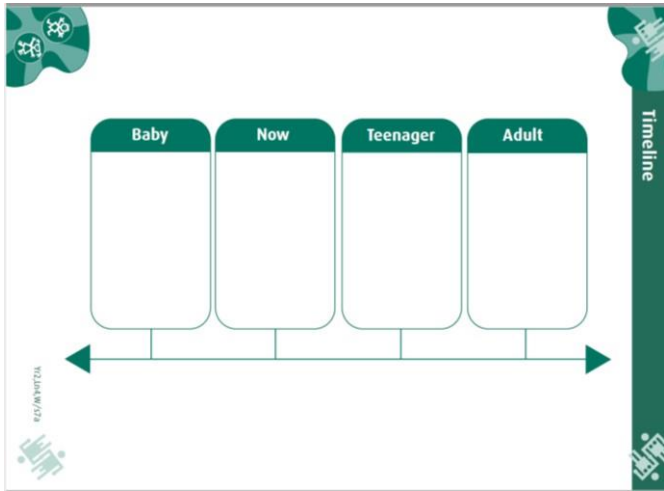
Yr2, Ln1, W/S1a



The Male Body



Yr2, Ln3, W/S3



Draw these people

ballet dancer	bus driver
doctor	scientist

Y3/4, In3, W/54

Menstruation and Wet Dreams

Five

A girl loses about a litre of blood at each period

Menstruation and Wet Dreams

Six

Periods and wet dreams are dirty

Menstruation and Wet Dreams

Seven

Girls can't take a bath or wash their hair when they are menstruating

Menstruation and Wet Dreams

Eight

Girls can go swimming when they have their periods

Year 4-5 • Lesson 4

Changing the way we keep clean

Learning Intention:
 • Children learn about the impact of puberty on physical hygiene and strategies for managing this

Learning Outcomes: Children:
 • Can explain how changes at puberty affect body hygiene
 • Can describe how to care for their bodies during puberty
 • Can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming

National Curriculum: PSHE and Citizenship: 3b, 3c

Materials and Preparation:
 • **Clean Up** worksheet (Channel 4 Living and Growing Unit 3, Activity Sheet 5, page 16)
 • Goody Bag filled with hygiene products: soap, flannel, face-wash, shampoo, spot cream, razor, comb, deodorant, anti-perspirant, make up remover, shaving foam, sanitary towels, tampons, panty-liners, perfumes, after-shave. Use culturally relevant products (e.g. hair and moisturising products)

Additional/Alternative Activities:
 • Examples of advertisements, articles or problem pages featuring these products from teenage magazines
 • Blutak

1 ¼ Hours

Introductory Activity
 • **Sit in a circle.** Ask the class to remind you of the ground rules for these lessons

• **Class Discussion.** Find out what the class knows about hygiene by asking questions. Record answers

- What does hygiene mean? (keeping clean)
- Why is it important? (bacteria and infection)
- Why is it particularly important in puberty? (sweat, greasier skin – increased sebum can block pores, spots)
- Which areas of the body need to be kept particularly clean during puberty? (teeth, feet, under arms, hair, skin of face, neck and shoulders, genitals – includes under the foreskin in boys who aren't circumcised, and the vulva (external genitals) in girls, but remember, using perfumed goods, including soaps, can cause irritation as the skin is very sensitive)

Why do we need to teach it ?

RSE is not a new aspect of the curriculum and has been taught as part of our wider PSHE lessons using the 'You, Me, PSHE' curriculum for several years.

- At Misson Primary, whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.
- We are educating our children to live in the real world with all its contradictions. We mustn't let our adult knowledge and bias prevent us from seeing things from a child's perspective. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.
- RSE plays an integral part in keeping children safe and is a vital tool for safeguarding our children.
- RSE links to our Coop values which are revisited across all aspects of our curriculum.

Being Safe – Compulsory Relationships objective

How to report concerns or abuse, and the vocabulary and confidence needed to do so – is threaded throughout the sessions .

How it's taught.

- RSE units are taught across a half term each year from Years 2-5 and for a whole term in Year 6.
- 6 x 30 minute lessons weekly.
- Lessons have clear ground rules from the start and are delivered by the class teacher
- Personal questions are not expected to be answered by children or staff.
- Age appropriate resources are used during lessons .



The right to withdraw.

Parents/carers have a right to withdraw their child from the non statutory aspects of sex education that are taught outside of the statutory science curriculum.

At Co-op Academy Woodlands this only applies to the lessons in Year 6 that teach 'how a baby is made'.

To withdraw from these lessons a letter needs to be written to the Headteacher expressing your request and a meeting will be arranged to discuss this further.

If a child is withdrawn from lessons it is possible that they may try to find this information from an unreliable source. They could hear it from children in the playground which can lead to misinformation.

Objectives covered as part of Science and Health Education

	Statutory - part of Health Education and Science	Non-Statutory (Right to withdraw)
2	<ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. notice that animals, including humans, have offspring which grow into adults 	
3	<ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. notice that animals, including humans, have offspring which grow into adults 	
4	<p>Changing Adolescent Body:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes about menstrual wellbeing including the key facts about the menstrual cycle. 	
5	<p>Changing Adolescent Body:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes about menstrual wellbeing including the key facts about the menstrual cycle. describe the life process of reproduction in some plants and animals. describe the changes as humans develop to old age. describe the life process of reproduction in some plants and animals. 	
6	<p>Changing Adolescent Body:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes about menstrual wellbeing including the key facts about the menstrual cycle. describe the life process of reproduction in some plants and animals. 	<p>To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p>

Any further questions?