



Chapel St Leonards Primary School
Parents' Meeting
21st of November 2019

Jan Hargrave

RSE Programme Officer

How did you learn about relationships and sex (RSE)? Please discuss

- Did you learn everything you need to know?
- Who told you about the ‘birds  and the bees?’
- How much was delivered in school? 
- Did you misunderstand any of the information you were given? Urban myths?
- How much were you ‘taught’ and how much did you just ‘pick up as you went along’?

RSE for the 21st Century

- Statutory guidance released 25th of February 2019 ratified by the House of Lords on the 24th of April final version June 2019. To be introduced in September 2020
- Relationships Education in primary schools, Relationships and Sex Education in secondary schools and Health Education in both
- All schools, including maintained, academies, special, independent, free schools and alternative provision
- Schools must have due regard to this guidance, and, where they depart from it, they will need to have good reasons for doing so





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Working with parents/carers and the wider community

40. The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

41. All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

42. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

43. Many schools build a good relationship with parents on these subjects over time –

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Supporting Evidence

- A recent YouGov poll shows that 91% of parents believe all pupils should receive PSHE lessons to teach about the risks of sexting, as well as other issues such as contact from strangers online
- 78% of parents want primary schools to teach their children about the difference between safe and unwanted touch and how to speak up if someone treats them inappropriately
- 72% of parents think primary schools should teach children about what to do if they find pictures showing private parts of the body online or are asked to send them. (Independent poll of 1000 parents, Sex Education Forum, 2014)

“As soon as children become curious about the world, they should be able to turn to the adults around them who feel equipped to respond in a positive and confident manner, with the facts, so that we normalise experiences of healthy relationships (including those with friends and family) both off and online, from an early age. To do otherwise is to risk keeping children ignorant of the facts, instead relying on potentially unreliable sources of information from friends or online.”

Coram Institute February 2019

What Ofsted Say about RSE in Primary

Lack of appropriate sex and relationships education may leave young people vulnerable to inappropriate sexual behaviours and sexual exploitation, particularly if they are not taught the appropriate language, or have not developed the confidence to describe unwanted behaviour, or do not know who to go to for help'

“ In just under half of schools pupils had received lessons about staying safe, but few had acquired the skills to effectively apply their understanding, such as assertiveness skills to stand up for themselves and negotiate through difficult situations”

Keeping Children Safe



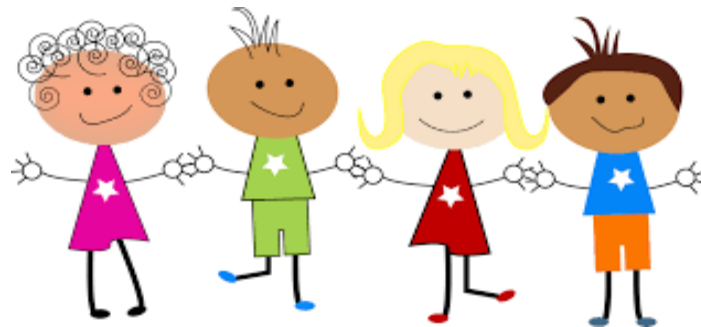
Keeping children safe in education

Statutory guidance for schools and colleges

September 2018

- *Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.*
- *This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education.*

Primary children will know about:



Relationships Education

- Families and People who care about me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Health Education

- Mental wellbeing
- Internet Safety and Harm
- Physical Health and Fitness
- Healthy Eating
- Drugs/Alcohol and Tobacco
- Health prevention
- Basic First Aid
- **Changing Adolescent Body (age 9-11)**

By the end of primary school
children will know



Families and people who care for me

- **That families are important** for children growing up because they can give love, security and stability
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, **protection and care for children** and other family members, the importance of spending time together and share each other's lives
- That others' families, either in school or in the wide world sometimes look different from their family, but they should **respect those differences and know that other children's families** are also characterised by love and care
- That stable, caring relationships, which may be of different types are at the heart of **happy families** and are important for children's security as they grow up
- **That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong**
- How to recognise **if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed**

Caring friendships

- **How important friendships are in making us feel happy and secure** and how people choose and make friends
- The characteristics of friendships, including **mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust**, sharing interests and experiences and support with problems and difficulties
- That **healthy friendships** are positive and welcoming towards others, and do not make others feel lonely or excluded
- That most **friendships have ups and downs** and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- **How to recognise who to trust and who not to trust**, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

Respectful relationships

- **The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs**
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of **courtesy and manners**
- The importance of self-respect and how this links to their own happiness
- That in school and in wider society **they can expect to be treated with respect by others**, and that in turn they should show due respects to others including those in positions of authority
- About **different types of bullying (including cyberbullying)**, the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a **stereotype is and how stereotypes can be unfair, negative, or destructive**
- The importance of **permission-seeking and giving** in relationships with friends, peers and adults

Online relationships

- That people sometimes behave differently online, including by **pretending to be someone they are not**
- That the same principles apply to online relationships as to fact-to-face relationships, including the importance or **respect for others online** including when we are anonymous
- The rules and principles for keeping safe online, how to **recognise risks, harmful content and contact**, and how to report them
- How to critically consider their **online friendships** and sources of information including awareness of the **risks** associated with people they have never met
- How information and **data is shared** and used online

Being Safe

- What sorts of **boundaries** are appropriate in friendships with peers and others (including in a digital context)
- **About the concept of privacy** and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe
- That each person's body belongs to them and the differences between **appropriate and inappropriate or unsafe physical and other contact**
- How to **respond safely and appropriately to adults** they may encounter (in all contexts, including online) whom they do not know
- How to recognise and report feelings of being **unsafe or feeling bad about any adult**
- How to **ask for advice or help for themselves**, and to keep trying until they are heard
- How to report concerns or abuse and the **vocabulary and confidence needed to do so**
- Where to get advice e.g. family, school and/or other sources

National Curriculum Science

Key Stage 1

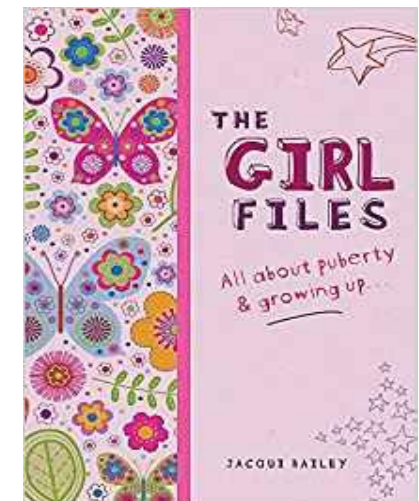
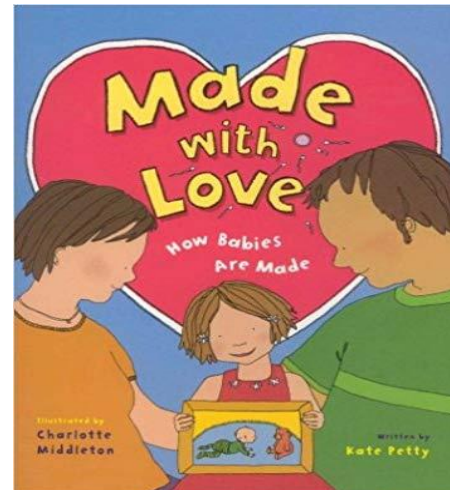
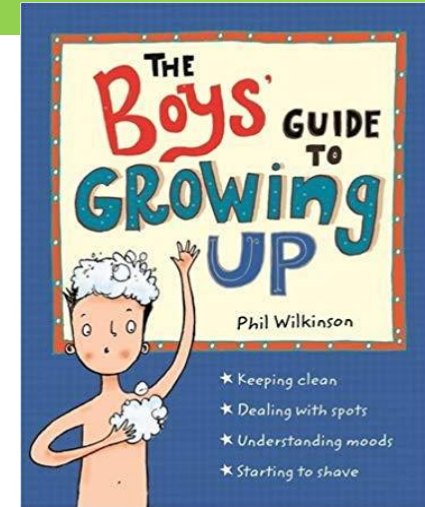
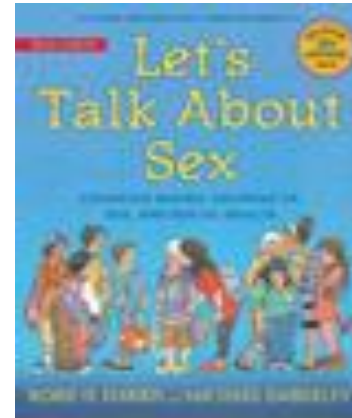
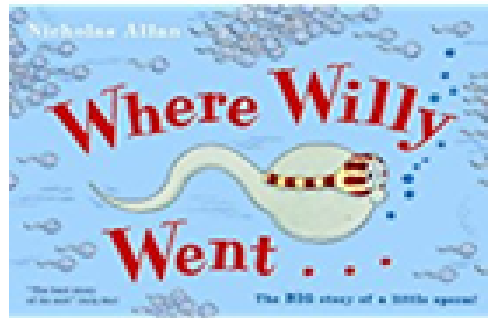
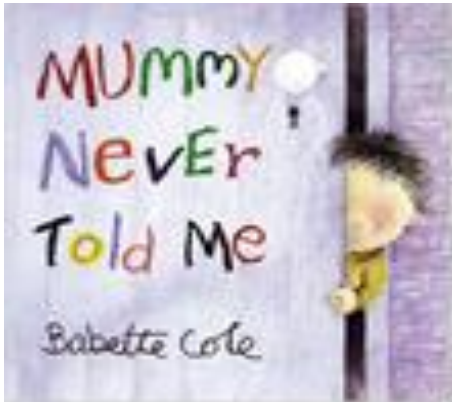
Year 2

Notice that animals, including humans, have offspring which grow into adults

- *They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.*

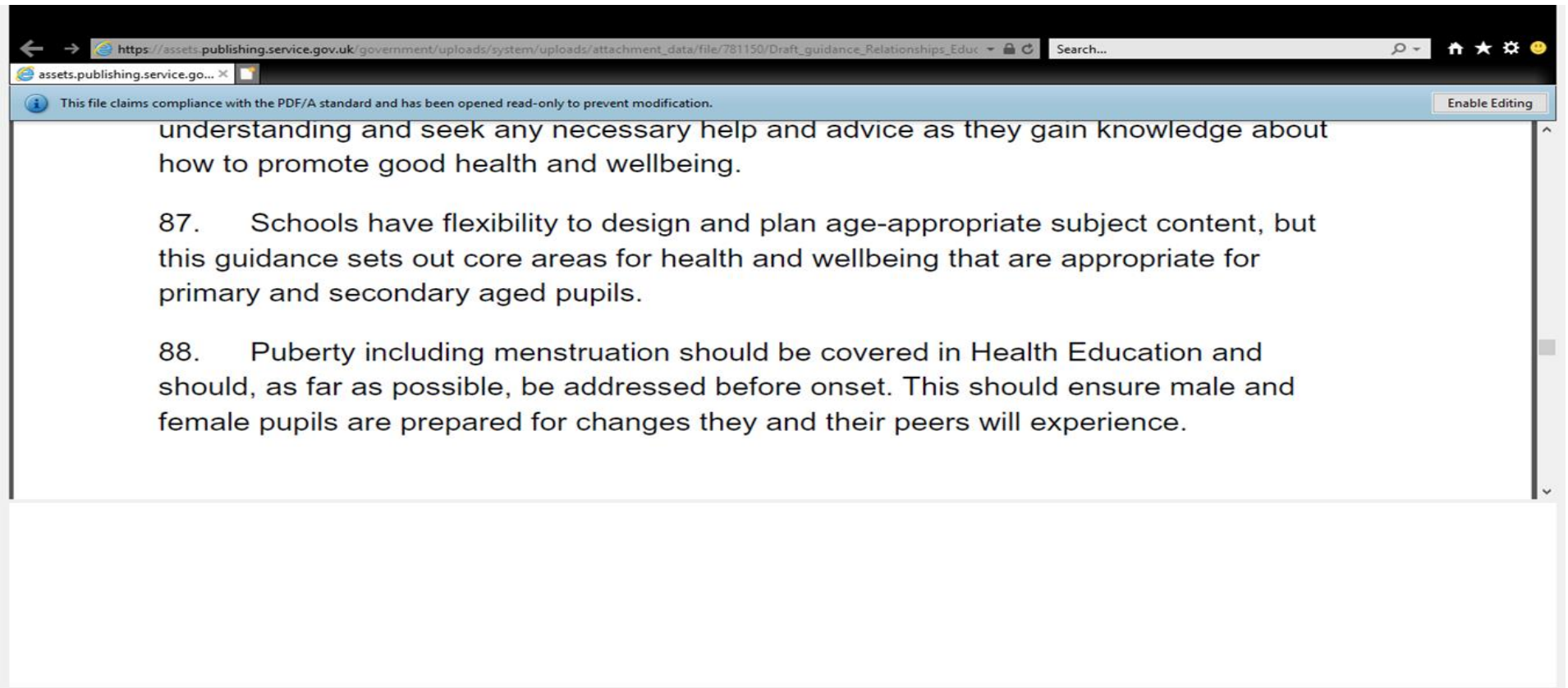
- [NSPCC Pants Song](#)

Resources



Puberty

- Puberty is now part of Health Education and is statutory.



The image is a screenshot of a web browser displaying a PDF document. The browser's address bar shows the URL: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Educ. A notification bar at the top of the PDF viewer states: "This file claims compliance with the PDF/A standard and has been opened read-only to prevent modification." with an "Enable Editing" button. The main content of the PDF is as follows:

understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

87. Schools have flexibility to design and plan age-appropriate subject content, but this guidance sets out core areas for health and wellbeing that are appropriate for primary and secondary aged pupils.

88. Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

Transition to Secondary School

- *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 and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.*

*Relationships Education, Relationships and Sex Education and Health Education.
Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. Feb 2019*

National Science Curriculum

Key Stage 2

Year 5 Programme of Study:

Animals including humans – Statutory requirements

- **Describe the changes as humans develop into old age**

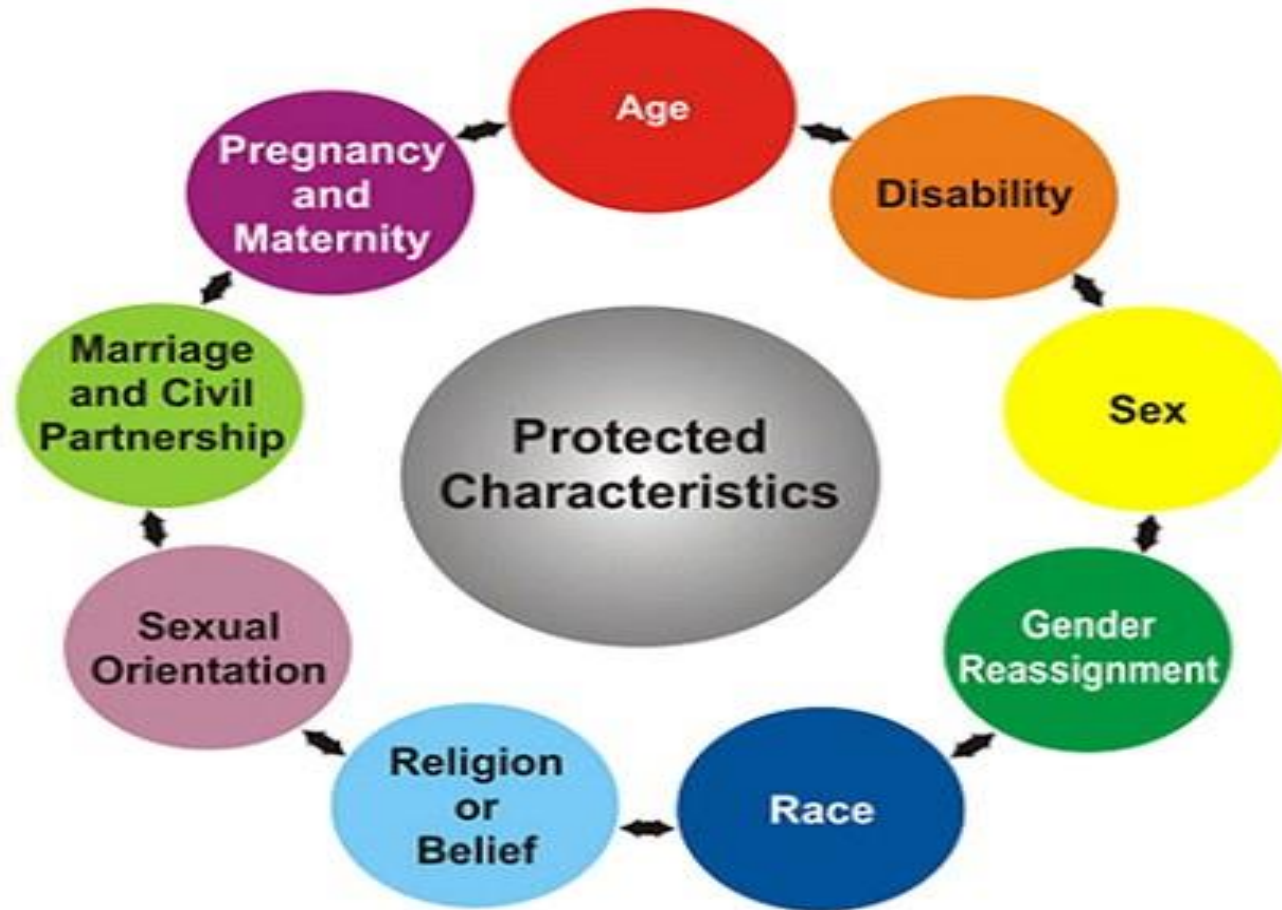
Notes and guidance: Pupils should draw a timeline to indicate changes in the growth and development of humans. They should learn about the changes experienced in puberty

Living things and their habitats – statutory requirements

- **Describe the differences in the life cycles of a mammal, an amphibian, an insect and a birds. Describe the life processes of reproduction in some plants and animals**

Notes and guidance: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals

Protected Characteristics



Religion and Ethnicity

- A good understanding of pupils' faith backgrounds and positive relationships between school and local faith communities help to create a constructive context for teaching these subjects
- The religious background **must** be taken into account when planning teaching

Talking about LGBT

Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf - Adobe Acrobat Reader DC

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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.

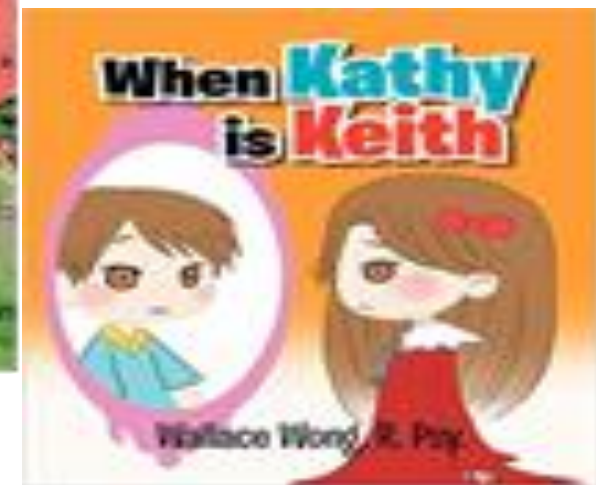
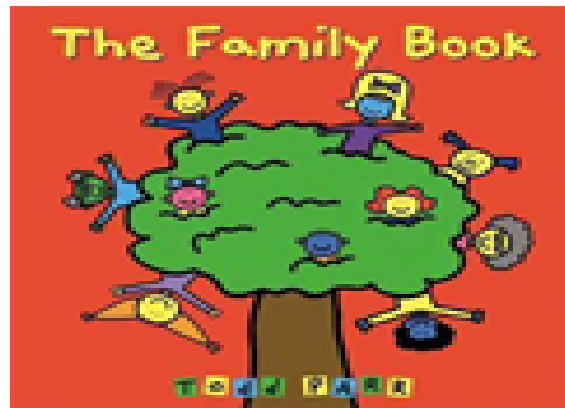
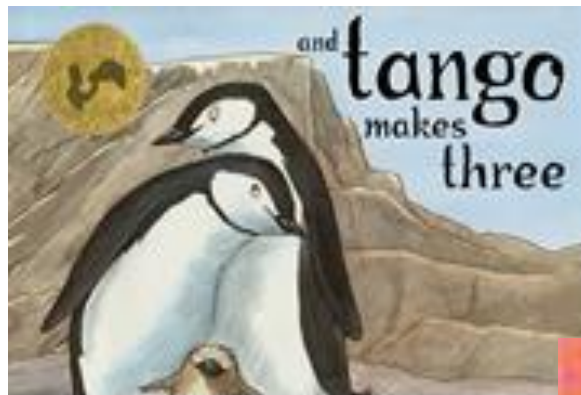
37. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a 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.

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Using Picture Books



RSE for Children with Special Educational Needs

- RSE must be accessible for all pupils
- Schools should be aware that some pupils are more vulnerable to bullying and sexual exploitation
- Teaching should be differentiated and personalised
- Mindful of preparing for adult outcomes as set out in SEND code of practice



What the children say

- *“Try not to be embarrassed”*
- *“Tell us the truth. We need to know because we will be grown-ups one day and how will we talk to our children about it”*
- *When you answer our questions it stops us from worrying”*
- *Growing up is hard and we need people to talk to”*
- *Don’t tell anyone else what we have asked otherwise we won’t want to ask again”*

1decision

1decision.co.uk/resources/parent-carer-zone

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PARENT / CARER ZONE

Welcome to our Parent / Carer Zone

This section of our website is designed for parents and carers of children who attend schools that are using the 1decision programme as part of their school curriculum, within their Personal, Social, Health, and Economic (PSHE) Education lessons. Below you will find an introduction to the 1decision resources and how they can support your child.

What is 1decision?

The 1decision resources have been developed over the past nine years and were created by specialists working together with schools, and most importantly, children. All our materials have received the Quality Mark from the PSHE Association, which means that schools and parents can be assured that they include the very best practice as part of a whole-school approach to keeping children safe, happy, and healthy.

The 1decision platform has been designed to be interactive, fun, and engaging for your child. At its core are a series of short film clips with alternative endings, which encourage children to consider the consequences of different decisions.

Our resources allow children to develop essential skills, knowledge, and vocabulary to manage different influences and pressures in their lives and to make safe and informed choices. Teachers and children use these films alongside pupil workbooks and on-screen lesson guides to explore various topics in a safe and supportive learning environment.

To view clips from our resources and some of the themes covered, please see below.

Parent/ Carer Zone



<https://www.1decision.co.uk/resources/parent-carer-zone>

Further support

- PHSE Association – www.pshe-association.org.uk
- RSE Hub – www.rsehub.org.uk
- SEF – Sex Education Forum – www.sexeducationforum.org.uk
- RSE Programme Officers rse@lincolnshire.gov.uk

Any questions?

