

# **RSE Parent & Carer information**

# Wider community consultation.

- ▶ From the spring term 2021, it is a statutory requirement that all schools in England and Wales are teaching Relationship and Sex Education as a fundamental part of the curriculum.
- ▶ As part of implementing the RSE curriculum, schools must consult with the children, parents, staff and governors to ensure there is a general consensus on our approaches to policy and the curriculum content.
- ▶ **Ladywood Primary will be starting their consultation process on Monday 5<sup>th</sup> October 2020; the consultation will close on the Monday 19<sup>th</sup> October 2020.**
- ▶ As part of this consultation parents/ carers are asked to read through the following slides as well as the documents on this page and make comments on them.

# Why do we teach Relationships & Sex Education?

- ▶ Learning about human reproduction and body changes are a statutory part of the National Curriculum for Science & learning more about healthy, positive relationships as part of the RSE curriculum will become statutory in the spring term (2021).
- ▶ Helps keep children safe and promotes good wellbeing and a responsible attitude in our pupils.
- ▶ Ensures they learn key information in an age-appropriate manner.
- ▶ Benefits pupils, families and the school community.

# What will children be taught?

- ▶ We follow a bespoke scheme for Ladywood primary school developed by the RSE co coordinator and staff.
- ▶ The following slides provide an overview of the topics covered in each year group.
- ▶ RSE is taught along side PSHE at Ladywood.

# What will children be taught?

<b>YEAR 1: AUTUMN TERM</b>			
<b>CORE THEME: LIVING IN THE WIDER WORLD</b>			
TOPIC	REF	PAGE	KEY WORDS
Rights and responsibilities	L1/2	44	Classroom rules
Rights and responsibilities	L3	45	Rights, responsibilities, needs
Rights and responsibilities	L4	46	Groups, communities, needs
Caring for the environment	L5	47	Environment
<b>YEAR 1: SPRING TERM</b>			
<b>CORE THEME: RELATIONSHIPS</b>			
TOPIC	REF	PAGE	KEY WORDS
Feelings and emotions	R1	33	Communicating, feelings, empathy
Feelings and emotions	R2/4/12	34	Behaviour, fair/unfair, right/wrong
Healthy relationships	R3	35	Secrets, surprises, safety
Valuing difference	R5	36	Sharing, discussion, views, opinions
Healthy relationships	R6/7	37	Cooperating, resolving arguments
<b>YEAR 1: AUTUMN TERM</b>			
<b>CORE THEME: HEALTH AND WELLBEING</b>			
TOPIC	REF	PAGE	KEY WORDS
Healthy lifestyles	H1	20	Health, wellbeing, health eating, physical activity, sleep, dental health
Healthy lifestyles	H2	21	Health likes, dislikes, choices
Growing and changing	H3	22	Achievements, strengths, goals, target-setting
Healthy lifestyles	H4	23	Feelings, managing feelings
Growing and changing	H5	24	Change, loss
Healthy lifestyles	H6/7	25	Hygiene, cleanliness, germs

# What will children be taught?

YEAR 2: AUTUMN TERM			
CORE THEME: LIVING IN THE WIDER WORLD			
TOPIC	REF	PAGE	KEY WORDS
Money	L6/7	83	Money, spending, saving, safety
Rights and responsibilities	L8	84	Everybody, individual, unique, special
Rights and responsibilities	L9	85	People, similarities, commonalities
Rights and responsibilities	L10	86	Community, special people, help, emergencies
YEAR 2: SPRING TERM			
CORE THEME: RELATIONSHIPS			
TOPIC	REF	PAGE	KEY WORDS
Valuing difference	R8	73	People, similarities, differences
Healthy relationships	R9	74	Special people, caring
Healthy relationships	R10	75	Physical contact, touch, acceptable, unacceptable
Feelings and emotions	R11	76	Feeling, bodies, hurt, comfortable, teasing, bullying
Feelings and emotions	R13/14	77	Teasing, bullying
YEAR 2: SUMMER TERM			
CORE THEME: HEALTH AND WELLBEING			
TOPIC	REF	PAGE	KEY WORDS
Growing and changing	H8/9	61	Growing changing, young to old, independence
Growing and changing	H10	62	Correct terminology, body parts, external genitalia
Keeping safe	H11	63	Medicines, household products, safety, risk
Keeping safe	H12	64	Safety road, water, rail, fire, online, rules
Keeping safe	H13/14/15	65	Asking for help
Keeping safe	H16	66	Privacy, respecting privacy

# What will children be taught?

YEAR 3: AUTUMN TERM			
CORE THEME: LIVING IN THE WIDER WORLD			
TOPIC	REF	PAGE	KEY WORDS
Rights and responsibilities	L2	122	Rules, laws, making and changing rules
Rights and responsibilities	L3/4	123	Human rights, children rights
Rights and responsibilities	L6	124	Anti-social behaviour, aggressive bullying, discrimination
Rights and responsibilities and caring for the environment	L7	125	Rights, duties, home, school, environment
Rights and responsibilities	L8	126	Resolving difference, points of view, decisions, choices
Rights and responsibilities	L9/10	127	Communities, volunteers, pressure groups, health, wellbeing
YEAR 3: SPRING TERM			
CORE THEME: RELATIONSHIPS			
TOPIC	REF	PAGE	KEY WORDS
Feelings and emotions	R1	107	Feelings, empathy, recognising others' feelings
Healthy relationships	R2/4	108	Friendships, families, couples, positive relationships
Healthy relationships	R7	109	Actions, behaviour, consequences
Healthy relationships	R8/ R12	110/114	Physical contacts, touch, acceptable, unacceptable
Feelings and emotions	R9	111	Confidentiality, secrets, surprises, personal safety
Valuing difference	R10	112	Listening, viewpoints, opinions, respect
Healthy relationships	R11	113	Collaborative working, shared goals
YEAR 3: SUMMER TERM			
CORE THEME: HEALTH AND WELLBEING			
TOPIC	REF	PAGE	KEY WORDS
Healthy lifestyles	H4	92	Media, images, reality/fantasy, true/false
Growing and changing	H5	93	Achievements, aspirations, goals, strengths, target-setting.
Growing and changing	H6/7	94	Conflicting emotions, feelings, managing feelings
Growing and changing	H8	95	Change, transition, loss, separation, divorce, bereavement
Keeping safe	H9/10/11	96	Risk, danger, hazard, responsibility, safety
Healthy lifestyles	H12	97	Bacteria, viruses, hygiene, routines

# What will children be taught?

<b>YEAR 4: AUTUMN TERM</b>			
<b>CORE THEME: LIVING IN THE WIDER WORLD</b>			
TOPIC	REF	PAGE	KEY WORDS
Rights and responsibilities	L11	177	People, difference, diversity, identify, UK
Rights and responsibilities	L12	178	People, places, values, customs
Money	L13	179	Money, spending, saving, budgeting
Money/caring for the environment	L15	181	Resources, sustainability, economics, choices, environment
Rights and responsibilities	L17/18	183	Media, social media, information, forwarding
<b>YEAR 4 : SPRING TERM</b>			
<b>CORE THEME: RELATIONSHIPS</b>			
TOPIC	REF	PAGE	KEY WORDS
Healthy relationships	R12	163	Disputes, conflict, feedback, support, negotiation, compromise
Valuing difference	R13	164	People. Identify, similarities, differences, equality
Valuing difference	R14/18	165	Bully, discrimination, aggressive behaviour
Feelings and emotions	R15	166	Dares, challenges
Valuing difference	R16	167	Stereotypes
Healthy relationships	R21	168	Privacy, sharing, personal boundaries
<b>YEAR 4: SUMMER TERM</b>			
<b>CORE THEME: HEALTH AND WELLBEING</b>			
TOPIC	REF	PAGE	KEY WORDS
Keeping safe	H13/14	146	Pressure, managing pressure, influences, media
Keeping safe	H15	147	Emergency aid, help, safety, rules
Healthy lifestyle	H16	148	Habits
Healthy lifestyle	H17	149	Drugs, alcohol, tobacco, medicines, caffeine
Keeping safe	H21	151	Safety, roads, cycle, rail, water, fire
Keeping safe	H23	153	Advice, support, asking for help



# What will children be taught?

<b>YEAR 5: AUTUMN TERM</b>			
<b>CORE THEME: LIVING IN THE WIDER WORLD</b>			
TOPIC	REF	PAGE	KEY WORDS
Rights and responsibilities	L1	224	Discussion, debate, topical issues, problems, events
Rights and responsibilities	L2	225	Rules, laws making and changing rules
Rights and responsibilities	L6	228	Anti-social behaviour, aggression, bullying, discrimination
Rights and responsibilities and caring for the environment	L7	229	Rights, duties, home, school environment
Rights and responsibilities	L8	230	Resolving conflict, points of view, decisions, choices
<b>YEAR 5: SPRING TERM</b>			
<b>CORE THEME: RELATIONSHIPS</b>			
TOPIC	REF	PAGE	KEY WORDS
Feelings and emotions	R1	207	Feelings, empathy, recognising others' feelings
Healthy relationships	R3	209	Relationships, unhealthy, pressure
Healthy relationships	R5/19	210	Commented loving relationships, civil partnerships, marriage
Healthy relationships	R7	212	Actions, behaviour, consequences
<b>YEAR 5: SUMMER TERM</b>			
<b>CORE THEME: HEALTH AND WELLBEING</b>			
TOPIC	REF	PAGE	KEY WORDS
Healthy lifestyles	H1	187	balanced lifestyles, choices, health, wellbeing
Healthy lifestyles	H4	189	Media, images, reality/fantasy, true/false
Growing and changing	H6/7	191	Conflicting, emotions, feelings, managing, feelings
Growing and changing	H8	192	Change, transition, loss, separation, divorce, bereavement
Keeping safe	H9/10/11	193	Risk, danger, hazard, responsibility, safety
Keeping safe	H13/14	195	Peer pressure, managing pressure, influences, media, peer
Growing and changing	H18	199	puberty, physical and emotional changes

# What will children be taught?

## YEAR 6: AUTUMN TERM

### CORE THEME: LIVING IN THE WIDER WORLD

TOPIC	REF	PAGE	KEY WORDS
Rights and responsibilities	L9/10	286	Communities, volunteers, pressure groups, health, wellbeing
Rights and responsibilities	L11	287	People, difference, diversity, identity, UK
Rights and responsibilities	L12	288	People, places, values, customs
Money	L13	289	Money, spending, saving, budgeting
Money	L14	290	Money, interest, loan, tax, debt
Rights and responsibilities	L17/18	293	Media, social media, information, forwarding

## YEAR 6: SPRING TERM

### CORE THEME: RELATIONSHIPS

TOPIC	REF	PAGE	KEY WORDS
Healthy relationships	R11	272	Collaborative working, shared goals
Healthy relationships	R12	273	Disputes, conflict, feedback, support, negotiation, compromise
Valuing difference	R12/16/17	274	People, equality, identify, stereotypes, discrimination
Valuing difference	R14/18	275	Bullying, discrimination, aggressive behaviour
Feelings and emotions	R15	276	Dares, challenges
Healthy relationships	R21	277	Privacy, sharing personal boundaries

## YEAR 6: SUMMER TERM

### CORE THEME: HEALTH AND WELLBEING

TOPIC	REF	PAGE	KEY WORDS
Healthy lifestyle	H16	252	Habits
Healthy lifestyle	H17	253	Drugs, alcohol, tobacco, medicines, caffeine
Growing and changing	H18	254	Puberty, physical and emotional changes
Growing and changing	H19	255	Human reproduction, babies, sexual intercourse, pregnancy, contraception
Keeping safe	H20	256	FGM, bodies, safety, abuse
Keeping safe	H24	260	Mobile phones, responsibility, safe use

# How will children be taught?

- ▶ All children have a minimum of 5 RSE lessons each term.
- ▶ They are taught in their normal class by their teacher. We usually have two members of staff present for each session whenever possible. Year 5/6 pupils do separate into two groups (boys and girls) for some sessions.
- ▶ We provide safe and open environment where pupils may ask questions. Clear ground rules are established at the start of the series of lessons.
- ▶ Each lesson has different, fun activities to take part in.

# Frequently Answered Questions about Sex and relationship Education.

- ▶ Won't telling my child about human reproduction take away his/her innocence?

No - don't worry. The evidence suggests that high quality RSE does the opposite and it helps them become much more confident and comfortable about making informed choices.

Good RSE takes away children's ignorance, not their innocence.

Teaching about safety and relationships as part of PSHE Education contributes to how we work with you to make sure your children are safe. It helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action.

# Frequently Answered Questions

- ▶ Why are girls taught about boys' development and vice versa?

We believe it is very important for children to understand each other's development. It helps to ensure that children are mindful of their peers' needs and allows them to develop into sensitive, caring, compassionate individuals who understand the changes that boys and girls experience. We do teach some lessons for our Year 5/6 pupils in single gender groups.

- ▶ Will you tell pupils the technical names for body parts?

Yes. This helps our pupils understand what language is appropriate, reduces embarrassment and helps our pupils keep themselves safe and well. It's often the grown ups who are more embarrassed about this than the pupils! Pupils can still use more informal vocabulary in their day to day life.

# Can I take my child out of PSHE lessons on Relationships and Sex Education?

Yes, it is. Parents/carers have the legal right to withdraw their children from the RSE included in the PSHE Education curriculum but please remember:

- ▶ They may learn incorrect or inappropriate things from friends, television and the internet. Our lessons ensure pupils know the facts and don't go away confused or misled.
- ▶ Our lessons allow pupils to ask questions and receive sensitive, appropriate answers from our experienced staff, rather than relying on other sources of information.
- ▶ Relationships and Sex Education is not only about reproduction; it's about building self-esteem and teaching children how to enjoy healthy, appropriate relationships, make healthy, informed choices and appreciate diversity.
- ▶ We believe taking part is important for all our pupils.

# How to make those tricky conversations less difficult...

- ▶ Be honest: if you don't know the answer to a question, be honest and say so.
- ▶ Remember that children are curious and want to know and understand. We tend to place our adult perspective on children's questions and comments, allowing our brains to fill up with all the possible horrors that an innocent question could be about, when actually a child just wants (and needs) a very simple, matter-of-fact answer. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"
- ▶ Keep lines of communication open.
- ▶ Use correct terminology: it helps that children aren't confused by hints, euphemisms and innuendo; use correct terminology whenever you can, especially for body parts.
- ▶ Keep it simple and short - If they want more information, children will ask for it.
- ▶ Read books, leaflets or watch an educational video with your child.

# What to do next:

- ▶ Please now take the time to read though the supporting documents on the consultation page.
- ▶ Fill in the RSE consultation questionnaire.
- ▶ Email a copy of the questionnaire to the PSHE & RSE co-ordinator to [k.marsden@ladywoodprimary.co.uk](mailto:k.marsden@ladywoodprimary.co.uk)

# If you have any questions, you can speak to:

- ▶ your child's class teacher
- ▶ Our RSE and PHSE lead - Mrs Marsden
- ▶ A member of the school's leadership team - Mrs Grainger, Mrs Mcquillan or Mrs Marsden.