

Relationships and Sex Education at Queen's Park CE/URC Primary School



As a part of your child's education at Queen's Park CE/URC Primary School, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. I am writing to let you know that, over the Summer term, starting on Tuesday 19th April 2022, your child's class will be taking part in lessons which will focus on the relationships and sex education (RSE) aspect of this programme.



Together we believe, achieve and enjoy

What is Relationships and Sex Education (RSE)?

The Government's definition is this:

"It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual activity - this would be inappropriate teaching." (Department for Education and Employment, SRE Guidance, 2000)

Currently, PSHE (Personal, Social, Health Education) remains a non-statutory subject, and section 2.5 of the National Curriculum framework document states that: 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.' However, from September 2020 Relationships Education will become statutory in Primary schools in England, with government guidance being offered during 2019 as to the expected content of this curriculum.

Why is RSE needed?

More than ever before, children are exposed to representations of sex and sexuality through the media/ social media and the social culture around them, so we need to present a balanced view of RSE and help them to be discerning and stay safe.

Rates of sexually-transmitted infections (STIs) and teenage pregnancy in the UK are relatively high - as is the regret felt by young people after early sexual experiences.

Research shows that most parents say they want the support of schools in providing RSE for their children.

Research consistently shows that effective RSE delays first sexual experience and reduces risk-taking.

Surveys of children and young people, as well as Ofsted, have repeatedly told us that RSE tends to be "too little, too late and too biological".

What will my child actually be taught in Sex Education?

The unit is taught in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage.

Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home, and the question will not be

answered to the child or class if it is outside the remit of that year group's programme.

| Year group | Content | Vocabulary |
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| EYFS | Children are taught the names and functions of some parts of the body (see vocabulary list). They learn that we grow from baby to and adult and who to talk to if they are feeling worried. | Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories |
| Year 1 | The children are taught the names of male and female private body parts including the correct names for private body parts and nicknames, and when to use them Children learn which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Children will learn that animals including humans have a life cycle and that changes happen when we grow up. | Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping |
| Year 2 | Children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. Children are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed. | Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy |
| Year 3 | Children learn about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm, it passes | Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge |

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| | out of the body as a period. Sexual intercourse and the birth of the baby are not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them. | |
| Year 4 | Internal and external reproductive body parts, body changes in girls and menstruation | Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance |
| Year 5 | Puberty for boys and girls, and conception | Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights |
| Year 6 | Puberty for boys and girls and understanding conception to birth of a baby | Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement |

All lessons are taught using simple, child-friendly language and pictures, which help children understand changes more effectively.

Won't telling my child about human reproduction take away their innocence?

No. The evidence suggests that high-quality RSE does the opposite: it actually delays young people's first sexual experience, and it helps them become much more confident and comfortable about making informed choices. Good and appropriate RSE takes away children's ignorance, not their innocence. Teaching about safety and relationships as part of PSHE contributes to how schools approach the safeguarding of pupils. 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. This is crucial to fulfilling statutory duties in relation to safeguarding pupils as well as to meeting Ofsted expectations. Ofsted expressed concern in its 2013 PSHE report that a lack of high-quality, age-appropriate RSE in over a third of schools left young people vulnerable to inappropriate sexual behaviours and exploitation. It is clear, therefore, that PSHE plays a vital part in helping to meet school's responsibilities to safeguard their pupils, your children.

I've heard that I can take my child out of PSHE lessons on RSE. Is this true?

Parents **will not** be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).

- Parents **will** be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum.

If you are considering taking your child out of RSE lessons within PSHE, please consider the following:

- All the other children in your child's class will have been taught this information and may well talk to your child about it, perhaps in the playground... and potentially mislead them or confuse them as a result. It may prove far better to allow experienced and sensitive teaching staff to teach your child in a progressive, developmental way that is grounded in research.
- They will be learning about reproduction in science lessons. The RSE in PSHE will echo this and will concentrate on teaching children how to enjoy healthy, appropriate relationships, improve self-esteem and self-confidence, and make healthy, informed choices. When viewed this way, it is hoped that RSE won't be seen as contentious or a cause for concern, but rather as helpful.

- Talk to your child's teacher, the head teacher, or the teacher in charge of PSHE (Miss Knockton). Often, when parents and carers find out what is in the PSHE curriculum, their fears are allayed as they can appreciate it is in the best interests of their child's lifelong learning. RSE should be a partnership between the school and the parents/carers, working for every child's safety and benefit.

We hope this information is helpful and if you have any further questions, please don't hesitate to get in touch.