

26th April 2024

Relationships, Sex and Health Education

Dear Parent / Carer,

As part of your child's education at Outwood Primary Academy Greystone, we promote personal wellbeing and development through a comprehensive Personal, Social, Health 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.

During the Summer term all classes, from Year 1 - Year 6, will participate in lessons on Relationships, Sex and Health Education. This will provide the opportunity for children to explore issues around families, friendships, growing and changing, hygiene, and safety.

All topics covered in the sessions are specific and relevant to the age and development of children and much of the content is what is required by the National Curriculum for Science. Children will revisit and develop their learning in these areas.

As we are aware that this may be a sensitive area to some of you, we are notifying you now that your child will be focusing their learning in this area over the next few weeks. Attached to this letter is the lesson coverage for each year group along with a guide for parents. You can also find more information regarding the teaching of Relationships, Sex and Health Education on our school website.

<https://academy-sites-files.outwood.com/policy/44/file/0dc78da22ebe26620997e936eb5b6abc.pdf>

Any parent who may have questions and / or issues with their child participating in such sessions is strongly encouraged to come along and talk to your child's class teacher about the content and delivery of the sessions. Alternatively, you may wish to make an appointment to speak to myself.

Thank you for your cooperation.

Yours sincerely

Sam McCarthy

Relationships, Sex and Health Education Overview

(Y1) My Family	(Y2) Our Families	(Y3) Different Families	(Y4) Family Commitments	(Y5) Families and Laws	(Y6) Families and Cultural Differences
<p>LO: To talk about my family and why it is important.</p> <p>Key Ideas: To identify my own family. To talk about why my family is important to me.</p>	<p>LO: To be aware that different people have different types of families.</p> <p>Key Ideas: To understand and identify family values. To recognise that not all families look the same. To realise that even that families look different, they share the same values.</p>	<p>LO: To understand the value and security of a family, regardless of what it looks like.</p> <p>Key Ideas: To identify and understand key family values. To recognise the security that should be provided by a family. To identify different family structures and the roles within these. To know the importance of equality and not gender stereotyping.</p>	<p>LO: To recognise types of commitments between families and understand the concept of marriage.</p> <p>Key Ideas: To identify and understand key family values and the security provided by these. To identify some less common family structures and identify equality, roles and not gender stereotyping within these. To know about the different types of commitment made within families.</p>	<p>LO: To recognise types of commitment between families and understand the concept and legalities of marriage.</p> <p>Key Ideas: To identify some less common family structures and identify equality, roles and not gender stereotyping within these. To know about the different types of commitment made within families. To recognise some of the laws around different types of commitments and marriages in the UK.</p>	<p>LO: To recognise types of commitment between families and understand the concept and legalities of marriage in different cultures.</p> <p>Key Ideas: To recognise some of the laws around different types of commitments and marriages in the UK. To understand how some of these laws may differ in other cultures. To give my opinion on some of these differences. To identify which of these differences are not considered as acceptable under UK law and why.</p>
(Y1) My Friends	(Y2) Good Friends	(Y3) Staying Friends	(Y4) Fixing Friendships	(Y5) Trusting Friends	(Y6) Healthy Friendships
<p>LO: To recognise who my friends are.</p> <p>Key Ideas: To describe and talk about my own friends. To start to understand what makes a good friend.</p>	<p>LO: To identify what makes a good friend.</p> <p>Key Ideas: To talk about and describe my own friends and their qualities. To understand what qualities a good friend should / should not have.</p>	<p>LO: To identify problems in friendships and know that these can be resolved.</p> <p>Key Ideas: To understand what qualities a good friend should / should not have. To realise that sometimes friends fall out and know some basic strategies for dealing with this.</p>	<p>LO: To identify problems in friendships and know strategies to resolve these.</p> <p>Key Ideas: To understand that sometimes friends have disagreements and that these can be resolved. To be confident in some strategies for resolving conflicts within friendships.</p>	<p>LO: To know how to confidently deal with problems in friendships, including issues with trust.</p> <p>Key Ideas: To be confident in some strategies for resolving conflicts within friendships. To understand the importance of respect and trust within a friendship.</p>	<p>LO: To know how to confidently deal with a variety of problems in friendships.</p> <p>Key Ideas: To be confident in a range of strategies to resolve conflicts within friendships. To know what respect within a friendship looks and feels like. To know what trust within a friendship looks and feels like. To recognise when a friendship has become unhealthy and have strategies for breaking away from this.</p>
(Y1) Babies and Adults	(Y2) Young to Old	(Y3) Boys and Girls	(Y4) Body Changes	(Y5) Changing Bodies and Emotions	(Y6) Pregnancy and Conception
<p>LO: To understand that all animals (including humans) have babies that grow into adults.</p> <p>Key Ideas: To know that all animals produce offspring. To understand that babies grow into adults.</p>	<p>LO: To recognise and order the key phases of the human lifecycle.</p> <p>Key Ideas: To be able to order the stages of the human life cycle. To identify some of the changes to a human's appearance as they grow and age.</p>	<p>LO: To recognise the physical differences between males and females.</p> <p>Key Ideas: To identify the similarities and differences between male and female baby's bodies. To confidently use scientific vocabulary to describe male and female body parts.</p>	<p>LO: To recognise how my body changes as I become an adult.</p> <p>Key Ideas: To identify the physical changes that happen to males and females during puberty. To confidently ask questions about changes that will happen to my body, using the correct scientific terminology.</p>	<p>LO: To recognise how my body and my feelings changes as I become an adult.</p> <p>Key Ideas: To confidently talk about the physical changes that happen to males and females during puberty. To understand the process of menstruation. To recognise some of the emotional changes and feelings that may occur during puberty.</p>	<p>LO: To understand basic facts about pregnancy and conception.</p> <p>Key Ideas: To understand that most babies are made through sexual intercourse and be aware of the basic facts around what this involves, including that conception can be prevented. To recognise that there are other scientific ways of having babies for couples who are unable to do this naturally. To know some of the key changes that happen to a woman's body during pregnancy. To know how babies are born.</p>
(Y1) Keeping Myself Clean	(Y2) Keeping Myself Clean and Tidy	(Y3) Deep Cleaning	(Y4) Personal Hygiene	(Y5) Personal Care	(Y6) Personal Care and Grooming
<p>LO: To know how to keep myself clean.</p> <p>Key Ideas: To know how to wash regularly. To know how to brush my teeth. To know how to brush my hair.</p>	<p>LO: To understand how to keep myself clean and tidy.</p> <p>Key Ideas: To know how and where to wash regularly with independence. To know how to keep my teeth clean. To take pride in my own appearance and know ways to keep myself smart and tidy.</p>	<p>LO: To know how to keep myself and different parts of my body clean.</p> <p>Key Ideas: To identify different parts of my body that might get smellier or dirtier than others. To know how to ensure that these parts of my body are kept clean.</p>	<p>LO: To know how to keep my body clean as it starts to change.</p> <p>Key Ideas: To recognise how my hygiene needs might change as my body changes. To know how to keep my body clean during these changes.</p>	<p>LO: To know different ways to keep my body clean as it changes.</p> <p>Key Ideas: To know about products and strategies for keeping clean during puberty. To not be embarrassed about bodily secretions that occur during puberty and have strategies to hygienically deal with these when they happen.</p>	<p>LO: To know how to maintain a healthy personal hygiene.</p> <p>Key Ideas: To know about products and strategies for keeping clean during puberty. To not be embarrassed about bodily secretions that occur during puberty and have strategies to hygienically deal with these when they happen. To be aware of some of the options people chose around maintaining and grooming</p>

Relationships, Sex and Health Education Overview

					unwanted body hair.
(Y1) Feeling Safe	(Y2) Staying Safe	(Y3) Securing my Safety	(Y4) Peer Pressure	(Y5) Under Pressure	(Y6) Safety, Trust and Consent
<p>LO: To identify when I feel unsafe and know who I can tell.</p> <p>Key Ideas: To identify how my body feels when I feel unsafe. To know who I can ask for help if I feel unsafe.</p> <p>Teach NSPCC pants rule as a follow up from this session</p>	<p>LO: To identify when I feel unsafe and know who I can tell.</p> <p>Key Ideas: To identify how my body feels when I feel unsafe. To recognise how my behaviour might change when I feel unsafe. To know who I can ask for help if I feel unsafe.</p> <p>Teach NSPCC pants rule as a follow up from this session</p>	<p>LO: To understand my right to be safe</p> <p>Key Ideas: To understand my right to always feel and be safe. To think about who I trust and why. To know what to do and who to tell if anyone makes you feel unsafe.</p> <p>Teach NSPCC pants rule as a follow up from this session</p>	<p>LO: To understand peer pressure and know ways to deal with it.</p> <p>Key Ideas: To recognise when I'm being pressured into something that I'm not comfortable with. To know some strategies to resist the pressure from others. To know what to do and who to tell if I am not feeling safe.</p> <p>Teach NSPCC pants rule as a follow up from this session</p>	<p>LO: To have strategies to resist in pressurised situations.</p> <p>Key Ideas: To recognise that pressure can come from lots of different sources and not just peers. To have strategies to deal with a range of pressurised situations, including those from people whom I consider myself to trust. To know what to do and who to tell when I don't feel safe.</p> <p>Teach NSPCC pants rule as a follow up from this session</p>	<p>LO: To have strategies to resist in pressurised situations and understand the concept of consent.</p> <p>Key Ideas: To recognise that pressure can come from lots of different sources and not just peers. To have strategies to deal with a range of pressurised situations, including those from people whom I consider myself to trust, including boyfriends / girlfriends. To understand that my body belongs to me and noone else and understand the rules around consent. To know what to do and who to tell if they feel unsafe.</p>

National Curriculum for Science Statutory Guidance for RSHE - Parental Right to Withdraw

The 2014 National Curriculum is clear that teaching about puberty is an integral part of the Programmes of Study for Science at Key Stage 2, with the Year 5 Programme of Study stipulating that it is a statutory requirement that:

“Pupils should be taught to describe the changes as humans develop to old age”

This must include teaching about puberty, which is a principle change for humans as they develop and grow older. This is supported by the statutory guidance referred to by Janet Palmer and the non-statutory National Curriculum guidance for the Year 5 Programme of Study for Science which states:

“Pupils should draw a timeline to indicate the stages in the growth and development of humans. They should learn about the changes experienced in puberty.”

It is clear, therefore, that schools should teach about puberty in either Year 4 or Year 5 depending on the needs of their pupils. A high-quality science curriculum including learning about puberty will ensure that pupils get the learning they need. Parental right to withdraw children from this part of the school curriculum does not fall within this remit.

Relationships, Sex and Health Education Overview



Relationships, Sex and Health Education

A Guide for Parents

Why teach Relationships, Sex and Health Education at primary school?

The concept of teaching RSHE to children as young as those in Key Stage 1 (5 years of age) can seem inappropriate and alarming to some people but this, in large part, is due to a misconception of what constitutes RSHE, particularly in the early years of schooling.

The purpose of school RSHE, located within a broader, carefully planned programme of personal, social, health and economic (PSHE) education, is to *gradually and appropriately* prepare children and young people for adult life and positive healthy relationships. It supports them through their physical, emotional and moral development, and helps them to understand themselves, respect others and sustain healthy relationships of all kinds.

RSHE is **not** about encouraging sexual experimentation, taking away a child's innocence or overruling the wishes and rights of parents.

RSHE in the primary school lays the foundation for factual knowledge and the more sexually explicit information required by young people in later years. It prepares children for the changes at puberty, physically, emotionally and socially. It helps develop the child's skills in being able to apply information and creates opportunities for reflecting on attitudes and values that may affect their decisions and choices in later years.

In early primary years, RSHE is largely about relationships and the need to focus on friendship, growing and changing, and the building of self-esteem.

'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 the knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.' Relationships Education, RSHE and Health Education guidance (2019).

What do we teach the children in Outwood Primary Academies?

Relationships, Sex and Health Education in Outwood Primary Academies is integrated into all aspects of PSHE from the start of school life. Children are taught about topics such as respect for themselves and others, relationships, how to deal with peer pressure, loss and separation and are encouraged to talk about and deal with a range of feelings, including love.

How are the sessions delivered?

All sessions are taught to the children by their usual teacher in their classes. Occasionally groups may be split into same sex groups if deemed appropriate by the teacher delivering the session.

All resources used in lessons are age-related and specific to lesson content.

Relationships, Sex and Health Education Overview

How do we deal with sensitive questions?

If a child asks a question which relates to relationships and sex education, teachers try to answer as honestly and factually as possible, whilst remaining sensitive to the age and circumstances of the child.

Teachers are encouraged to collect questions in a box during and after RSHE related sessions so that answers can be carefully thought about and prepared in advance.

If the teacher feels it is necessary, they may discuss this with the child's parents before answering.

What should I do if I'm still uncomfortable about my child taking part in these sessions?

You can find more information about RSHE, including the policy and curriculum on our website. If you still have questions and / or queries about the content of these sessions or would like further advice or support on your child's learning in this area, please contact school by telephone or via email:

enquiries@greystone.outwood.com

Tel: 01765 603481