



Monday 29<sup>th</sup> April 2019

## Personal, Social, Citizenship and Health Education (PSCHE)

Dear Parent/Carer,

This half term, we will be looking at 'Changes (including Relationships and Sex Education)' in your child's PSCHE lessons in school. The lessons on changes focus on different types of changes that can happen in our lives and how to cope with change.

### Why do we teach Relationships and Sex Education (RSE)?

Children can start to go through puberty from the age of 8 (Year 3) and the physical and emotional changes that take place can be very confusing, and even frightening, if they do not accurately understand what to expect.

Children need help to make sense of the messages they have may picked up (including from the media) about our bodies, puberty and how a variety of relationships work (e.g. with friends, parents and carers, family members, romantic and sexual relationships). Being aware of and able to talk about their body, relationships and feelings is vital for children to stay safe and seek help if they feel at risk or are being harmed.

Relationships and Sex Education (RSE) is important to help and support children through their physical, emotional and moral development. It helps children grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships. It makes sure they are informed and comfortable with their bodies; that they understand the changes during puberty; that they are healthy and are physically and emotionally safe.

### How is RSE taught at Belleville?

RSE teaching at Belleville is set in the context of clear values, most importantly the value of loving and stable relationships (including marriage). It teaches children to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and choices when they are adults.

RSE teaching at Belleville recognises and acknowledges the diversity of people, faiths, cultural backgrounds, family structures and relationships. It promotes awareness and understanding of the wide range of practices and beliefs relating to sex and relationships within our society without promoting any particular practice or belief as right or wrong.

### What will be taught in RSE and how will it be taught?

The training and guidance given to teachers ensures that the personal beliefs and attitudes of teachers will not influence their teaching of RSE. The teachers have a clear plan of what they are teaching and resources they have been given fit with the school's policy. The teachers will only use biological language to name and describe body parts and the children will be expected to do the same. Clear ground rules are set so that children understand that personal comments or questions, from teachers or children, are not an appropriate part of the lesson.

Children will be encouraged to ask questions and teachers have clear guidance on how to handle children's questions accurately whilst also being sensitive to the range of knowledge, beliefs and attitudes in the class:

1. Questions which are about the objective and content of the lesson and are generally age appropriate will be answered for the whole class.
2. Questions which ask for more detail than the whole class needs or which are not about the lesson focus will be answered later, one to one and away from the other children.
3. Questions which require a great deal of detail or are much more advanced than the lesson focus will be referred back to you as parent/carer so that you can judge how much and what you want your child to know at this stage.

A full break down of the planned lesson content for each year group is attached to this letter for your information and so you can see how the lessons progress as the children get older. A range of cartoons, diagrams, stories and videos will be used at an age-appropriate level. The RSE content will begin in week beginning 25th June for Years 1 – 5 and from week beginning 11th June for Year 6.

### **The role of Parents and Carers in teaching children about Sex and Relationships**

Parents and carers are the key people in educating their children about relationships and sex. Often, children want their parents/carers to be the first people who talk to them about relationships and sex. Parents and carers have a unique emotional relationship with their child and knowledge of their maturity and they can respond to their questions about more spontaneously as they arise. The teaching offered by school should complement and support the teaching you provide at home.

The following books may be useful to you for further guidance and advice (the school has sample copies if you wish to have a look at them):

'Sex ed. – How to talk to your kids about sex' by Dr Laura Berman

'Let's talk about Sex' by Robie H Harris & Michael Emberley

'Great Answers to Difficult questions about Sex' by Linda Goldman

### **Right to withdraw from RSE lessons**

Section 405 of the Education Act 1996 provides the right of parental withdrawal from all or part of RSE provided at school except for those parts included in the National Curriculum (*i.e. biological aspects of human growth and reproduction taught in science*). Parents/carers are not able to withdraw pupils from RSE that arises incidentally as part of any curriculum area, provided that such discussion is relatively limited. Hence, children who are withdrawn from RSE lessons will still receive biological information but it will not be taught in the context of relationships.

If you are considering withdrawing your child from part or all of the RSE lessons please discuss this with your child's class teacher, either in person or by phone, as soon as possible.

### **More information**

If you need more information or have any questions, please speak to your child's class teacher in the first instance. Copies of the school RSE Policy and the accompanying Confidentiality Policy are available on request from the school office or in the 'About us/Policies' section of the school website.

If this does not answer your query, please feel free to contact us

Yours

Mary Lyne Latour  
Headteacher Infants

Sarah Atherton  
Headteacher Juniors

Jane Ford  
Headteacher Meteor

## Changes and Sex and Relationships (RSE) Overview 2019

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
Lesson 1	Describe different types of changes ( <i>quick, slow, easy, difficult, ones we have a choice and ones we don't have a choice over</i> )	How we know we care for people and people care for us ( <i>focus on extended families and friends</i> ), different types of families	How can change be positive, what would the world be like without change?	Why some changes are difficult, how does this make us feel?
Lesson 2	Feeling jealous and proud, new people in your family	How to manage our feelings when we are missing people we care for who have gone away	How do different changes make us feel? How can we manage difficult feelings about change?	Coping with difficult changes
Lesson 3	<b>RSE</b> How to keep clean, when do we need help to look after ourselves and when can we do it by ourselves	<b>RSE</b> How boys and girls are similar and different, stereotypes of what boys and girls do and like	<b>RSE</b> Physical difference between male and female bodies ( <i>including penis, testicles, vagina and nipples</i> ), linked to reproduction in context of pets	<b>RSE</b> Stages in the human lifecycle especially from baby to child, at what stage can humans reproduce?
Lesson 4	<b>RSE</b> Differences between boys and girls ( <i>penis and vagina</i> ), human life cycle stages, choices as an adult ( <i>clothes, job, marriage, children</i> ) and what we don't have a choice over ( <i>growing and bodies changing</i> )	<b>RSE</b> Difference between male and female bodies ( <i>penis and vagina</i> ), importance in animal life cycle ( <i>context of cats having and feeding kittens</i> )	<b>RSE</b> Different types of touch, personal space, what to do if feeling uncomfortable with someone, how to get help	<b>RSE</b> Recap male and female body parts ( <i>including penis, testicles, vagina, clitoris, ovaries, nipples</i> ), physical changes in <i>puberty</i> ( <i>breasts, hips, muscles, sperm, egg, pubic hair</i> ), that these changes mean that adults can choose to have a baby in the future, different types of family ( <i>including adoption</i> )
Lesson 5	<b>RSE</b> How families can be similar and different, how families care for each other	<b>RSE</b> Naming male and female body parts ( <i>including penis, testicles, vagina, nipples</i> ), what is the same, what is different, keeping clean and safe	<b>RSE</b> Different kinds of families, how families look after each other	<b>RSE</b> How hormones in puberty cause physical changes ( <i>including monthly period and sperm being produced</i> ) and emotional changes ( <i>moods, attraction to others</i> ), things to look forward to in puberty ( <i>more independence etc</i> )

	<b>Year 5</b>	<b>Year 6</b>
Lesson 1	How our negative feelings about change can affect our behaviour, how to cope with these feelings	Coping with change, why can change be difficult and how it makes us feel
Lesson 2	How we can react to situations differently because of our personal history or feelings (called 'sore spots'), how to behave responsibly when we are upset	<b>RSE</b> Body parts as in previous years plus: <i>vulva, clitoris, foreskin, circumcision</i> . Physical and emotional changes during puberty for boys ( <i>erections, wet dreams, voice breaking, ejaculation</i> ) and girls ( <i>periods, breast development, hips widening</i> ), recap of basic of reproduction ( <i>egg and sperm meet</i> ), anxieties about being different from others their age
Lesson 3	<b>RSE</b> Why we change in puberty ( <i>change to adult bodies that can reproduce</i> ), main physical and emotional changes for: -boys ( <i>erections, voice breaking, testicles lowering</i> ) -girls ( <i>breasts developing, periods start</i> ) -both ( <i>body hair, pubic hair, sweat more, skin changes, growth, more moody, may start to have sexual feelings towards boys/girls, wanting more independence</i> )	<b>RSE</b> Different types of relationships and appropriate touching for these ( <i>friends, family, sexual relationships</i> ), importance of consent for sexual touching, what are sexual feelings ( <i>includes how adults may choose to express these through sexual touching of themselves or others, having sex</i> ), what to do if feel uncomfortable or worried.
Lesson 4	<b>RSE</b> Detail of: -male body and changes ( <i>including testicles, sperm, semen, scrotum, urethra, erections and 'wet dreams'</i> ) - female body and changes ( <i>including vagina, urethra, fallopian tube, egg, discharge, what happens in a period and sanitary wear</i> ) -how our emotions change in puberty. + Follow up separate boys and girls session to allow children to ask questions without the other gender there.	<b>RSE</b> Sexual intercourse within relationships, consent, conception and birth, different ways to have a child ( <i>including adoption, fostering, IVF etc</i> ), the age of consent and how this protects young adults. + Follow up separate boys and girls session to allow children to ask questions without the other gender there.
Lesson 5	<b>RSE</b> How to take care of ourselves during puberty, hygiene, peer pressure ( <i>especially about how we look</i> ), where to get help, advice and support	<b>RSE</b> Changing emotions in puberty, moods, body image, fancying/having a crush on someone else, gender stereotypes, changing relationships in puberty ( <i>e.g. with friends, family, parents, peers</i> ), peer pressure, independence, falling out, where to get help with changes, worries and questions in puberty
		Lesson 6 <b>RSE</b> Communication in relationships, including over internet/social media, real life vs online life, privacy, sending pictures and messages, how to get help and advice.
		<b>Changing Schools</b> Year 6 will then have a series of lessons preparing them for changing to secondary school.