

JOHN PERRY PRIMARY SCHOOL RELATIONSHIPS AND SEX EDUCATION

Consultation with our School Community



New Guidance

- ▶ 20 years since the last review of the curriculum, the world (and how we interact with each other) has changed
- ▶ Previous recommendations for teaching Personal, Social, Health and Economic (PSHE) education are now part of the National Curriculum.
- ▶ The new Relationships and Sex Education (RSE) curriculum became compulsory in Primary Schools in September 2020; this is part of the PSHE curriculum
- ▶ Sex Education in Primary Schools remains optional, though in Year 5 & 6 the science curriculum form part of what might be considered as sex education- puberty and reproduction.

SCIENCE CURRICULUM

As part of the Science curriculum we teach the following statutory objectives that build understanding about growth and reproduction:

Year One

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year Two

Notice that animals, including humans, have offspring which grow into adults - children should not be expected to understand how reproduction occurs.

Year Five and Year Six

Describe the life process of reproduction in some plants and animals. Children should learn about the changes experienced in puberty.

Where and how did you learn about relationships and sex? For young people, their learning comes from...

Mobile phones



TV



Internet



Friends & Older Siblings



However, information and facts about relationships and sex should come mainly from:

Parents & Carers



School

and



Why is Relationships and Sex Education important?

- Entitlement
- Puberty is starting earlier- for some children by age 9
- Unwanted conceptions
- Sexually transmitted infections
- Safeguarding
 - Grooming
 - Child Sexual Exploitation
 - Abuse
 - Sexting
 - Online pornography

What is effective Relationships & Sex Education (SRE)?

- Age appropriate
- Based on needs of pupil (see later slides)
- Progressive
- Inclusive
- Delivered by trained staff in a safe environment
- Prepares children adequately for puberty in a timely way
- Prepares children for adult life
- Promotes positive relationships

Does it work? What's the evidence?

Those receiving good quality RSE are more likely to:

- Delay their first sexual experience
- Use methods of contraception
- Have fewer sexual partners

Kirby 2007

Ofsted review of existing RSE nationally

- In over a third of schools, the teaching of RSE was not systematic enough
- Children were not adequately prepared for puberty
- In Primary Schools, too much emphasis was placed on friendships and relationships

Your rights as a parent:

- To be informed of the RSE curriculum and policy
- To be consulted about changes to these
- To withdraw your child from sex education lessons (that are outside of/ additional to the Science National Curriculum)

This is a sample of answers given by and attitudes seen in pupils in a primary school in Scotland when they were asked 'Where do you think babies come from?'

Year 2:

It has come from Scotland
It was found on a doorstep
A shop
A seed from daddy
A seed from a plant
God
Staying in bed
Telepathy

Year 4:

- You eat a seed
- God
- A man and a girl do a thingamajig
- I'm not saying!
- Sperm like a tadpole
- Confusion about how a woman could be pregnant without a man

Year 6:

- Lots of giggling
- ... more giggling!
- Sperm, Testicles
- Womb
- Egg



This is a sample of answers given by pupils in a primary school in Scotland when they were asked 'How does the baby get out of the mother's body?'

Year 2:

- Push it out
- Belly button
- Out of your private bits
- The pelvis
- Hospital

Year 4:

- Their bottom
- Their tummy
- Go to hospital and sit in a chair and push
- It comes out of their tummy
- They have to cut the belly open

Year 6:

- You know you are in labour because water comes out
- Vagina
- If something is wrong cut open her belly



Other observations:

- Giggles/ embarrassment (Year 6)
 - Struggle to name body parts
 - Some talked to parents/ carers
 - Use of 'gay' seen as an insult
 - Gender stereotypes
 - Wanted more RSE than they had had (Y6)
 - Wanted teachers to deliver the learning (Y6)
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Recommendations for Changes/ Schools:

- Introduce children to the correct scientific terms to describe body parts in Key Stage 1
- Challenge the use of 'gay' as an insult and include work around the makeup of different families
- Explore/ challenge gender roles/ stereotypes
- Begin to explore puberty changes by the age of 8/9
- Deliver RSE in a progressive way across the school
- Ensure that children in Year 4, 5 or 6 receive RSE input around puberty so that they are prepared as soon as possible for the onset of puberty
- For some sessions on Sex Education, consider single gender sessions

Summary

- Parents have the right to withdraw children from Sex Education lessons at Primary School that go **beyond** the content in the Science National Curriculum.
- Topics covered related and linked to the Science Curriculum are statutory and not optional to teach. This is as follows:
 - In Key Stage 1, children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth but not how reproduction occurs.
 - In Upper Key Stage 2 (Year 5/6), children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning about what happens in puberty.
- Schools have the right and obligation to teach RSE topic to prepare children for life when they leave school.
- The curriculum on Relationships and Sex Education should complement, and be supported by, the school's wider policies on Behaviour, Anti-bullying and Safeguarding

Next Steps:

- Please look at the materials on the school website:
Include link here

- Please respond to the survey:
Include link here

We are particularly interested in your views on our SRE policy and curriculum materials

There will be differences of opinion, but we will take your views into account when we finalise our policy and curriculum plan.

We will share this with you later in the summer term.