

Information Meeting

Relationship and Health Education

Intentions:-

1. To explore the Relationships and Health Education: how, what and when we intend to teach our children.
2. To address concerns and questions around teaching Relationship and Health Education.
3. Understand the school's legal obligations on Relationships and Health Education (from September 2020)



Ground rules.

- No such thing as a silly question.
- Show respect to one another.
- Make no assumptions if you mention something (e.g. knowledge from tv programmes etc).
- Everyone's view is equal.
- Inclusive of all by using examples from all communities and not criticising others for their views and opinions.
- There is no right or wrong answers; we will only correct where there is law / fact.
- Confidentiality: can't be guaranteed.
- No one is forced to give a view or opinion.

Asking Questions –

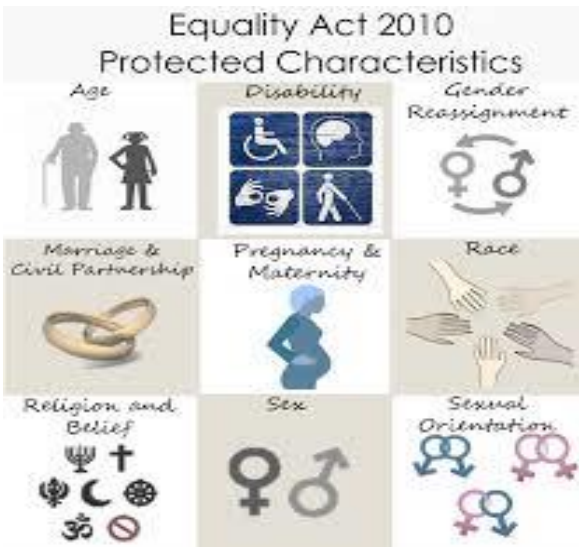
There will be a survey available to complete and a up question and answer session on 23.3.21



- Where and when did you learn about relationships? Was this at the right time?
- Was this the best way?
- Was there anything that you didn't understand and was therefore frightened / unsure about?
- Has the world changed since then?
- How has the world changed between 2000 and now?



UK since 2000.



What life experiences are children likely to experience by the end of year 6?



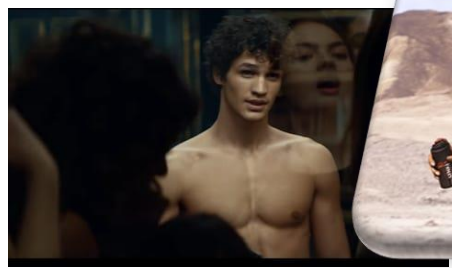
Experiences a child might have by end of primary school.

What life experiences are children likely to experience by the end of year 6?



**HATE
CRIME**





#MeToo
Movement



Song 1 Heard he in love with some other chick

Yeah yeah, that hurt me, I'll admit
Forget that boy, I'm over it
I hope she gettin' better sex
Hope she ain't fakin' it like I did, babe
Took four long years to call it quits
Forget that boy, I'm over it

Song 4

Ridin' on a tractor
Lean all in my bladder
Cheated on my baby
You can go and ask her
My life is a movie
Bull ridin' and boobies
Cowboy hat from Gucci
Wrangler on my booty
Can't nobody tell me nothin'
You can't tell me nothin'

Song 3

This is how we
do it down in
Puerto Rico
I just wanna
hear you
screaming

Song 2

White shirt now red,
my bloody nose
Sleepin', you're on your tippy toes
Creepin' around like no one knows
Think you're so criminal
Bruises on both my knees for you
Don't say "thank you" or "please"
I do what I want when I'm wanting to
My soul so cynical
So you're a tough guy
Like it really rough guy
Just can't get enough guy
Chest always so puffed guy
I'm that bad type
Make your mama sad type
Make your girlfriend mad tight
Might seduce your dad type
I'm the bad guy
....
I like when you get mad





‘Shout out to my ex’ by Little Mix



“Bad Guy” by Billie Eilish



Despacito by Luis Fonsi, Justin Bieber, JJ Lin
Lyrics describing an orgasm and sex.



Lil Nas X - Old Town Road (Lyrics) Ft. Billy Ray Cyrus





- Supporting students to make their **own** informed decision-making from accurate sources of information
- Knowledge and capability to stay safe and healthy
- Age appropriate, sensitively and inclusively.
- Preparation for the modern world
- Manage their personal and social lives in a positive way.
- Understanding their place in an open and plural society; understand, accept and include people with backgrounds different to their own.



From September 2020 and implemented from Summer 2021: All students must be taught about...

Relationship Education

- Families and people who care for me
- Caring friendships
- Respectful relationships.
- Online relationships
- Being safe

Health Education

- Mental Wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body.

Parents of primary-age children have the right to withdraw their children from some or all of Sex Education that is outside the Science Curriculum, but not to withdraw from Relationships Education, Health Education or Science.



Schools must comply with:-

- The Equalities Act 2010
- Keeping Children Safe in Education (Safeguarding)
- Statutory Guidance: Relationship, Health and Sex Education (June 2019)
- OFSTED Guidance.
- Green Paper: Mental Health and Wellbeing.
- British Values: Democracy, Mutual Respect, Rule of Law, Individual Liberty, Tolerance of others
- National Curriculum: Science

Alongside **many other pieces** of legislation designed to keep children safe.



2000 Guidance: Sex Education: what is it?

Mis-named...and misleading
Sex Education is not really
about sex!

Government emphasis is on
Relationships and Health
Education!

From September
2020, this will
become part of
Health Education.

‘Sex Education’ at primary
school only includes:

1. Puberty
 2. Human reproduction
- and not all of this covers all
year groups!



Right now, until September 2020

Legally:

1. Schools MUST teach the Science curriculum which includes some 'sex education'
2. The DfE guidance 2000 requires schools publish their policy on SRE

(Sex and Relationships Education)

Plus

The DfE 2000 guidance 'recommends' all schools have a Sex and Relationships Education Programme (p9)

that ensures 'boys and girls know about puberty and how a baby is born'

How schools do this is left up to them

Sex Education: Now until September 2020.



What must schools teach under the Science Curriculum?

Year 1

- 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 2

- notice that animals, including humans, have offspring which grow into adults

(Non-statutory note: Pupils should be introduced to ...the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs)

Years 3 and 4

- Nothing in Science curriculum related to puberty or reproduction!



Year 5

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
 - (Non-statutory note: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals)
- describe the changes as humans develop to old age.
 - (Non-statutory note: Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
 - Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows)



Year 6

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents



- Is this enough to ensure children know about puberty and how babies are born?
- Is this enough information to help children keep themselves SAFE in today's world?

What must schools teach under the Science Curriculum?



How will we do this?

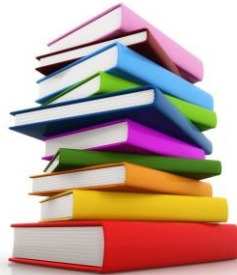
Teachers.



Public Health
England



Working
collaboratively with
others.



PSHE
Association

PSHE Education
Programme of Study
Key stages 1-5

Talk



Whole-school approach from 3-11

- Spiralised curriculum: Start early and take a developmental approach; relevant to pupils' depending on their age and maturity

- **Autumn Term 1:** Being Me in My World
- **Autumn Term 2:** Celebrating Differences
- **Spring Term 1:** Dreams and goals
- **Spring Term 2:** Healthy me
- **Summer Term 1:** Relationships
- **Summer Term 2:** Changing me



- Relationships
- Values
- Mental health
- Self-esteem
- Social skills
- Safeguarding inc.
Internet safety
(Golden Threads)

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- Relationships
 - Values
 - Mental health
 - Self-esteem
 - Social skills
 - Safeguarding inc. Internet safety
 - Equality
- (Golden Threads)

Being Transgender: 1 explicit lesson as part of the Celebrating Differences unit in Year 6.





Relationships

- Families
- Friendships
- Love and Loss
- Memories
- Grief cycle
- Safeguarding and keeping safe
- Attraction
- Assertiveness
- Conflict
- Own strengths and self-esteem
- Cyber safety and social networking
- Roles and responsibilities in families
- Stereotypes
- Communities



Changing Me

- Life cycles
- **How babies are made**
- My changing body
- **Puberty**
- Growing from young to old / Becoming a teenager
- Assertiveness
- Self-respect
- Safeguarding
- Family stereotypes
- Self and body image
- Attraction
- Change / Accepting change
- Looking ahead / Moving/transition to secondary



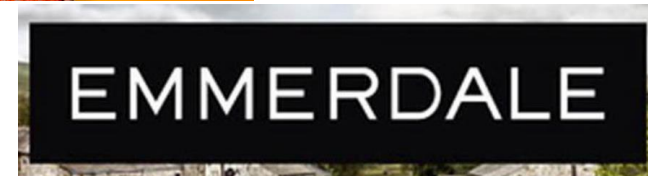
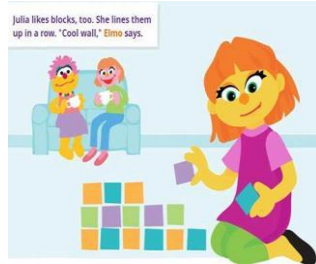
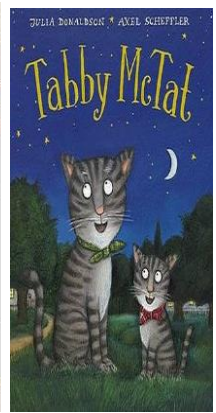
Puberty and Human Reproduction in Jigsaw 3-11

FS	Growing Up	How we have changed since we were babies
Y1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys' and girls' bodies	Appreciating the parts of the body that make us different and using the correct names for them
Y2	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?
Y3	Outside body changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them
	Inside body changes	How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them (animations used – shorter version Female and Male Reproductive Systems)

Puberty and Human Reproduction in Jigsaw 3-11

Y4	Having a baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animations used – the Female Reproductive System)
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the Female Reproductive System)
Y5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System)
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System)
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems)
Y6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us (animations used – the Female and Male Reproductive Systems)
	Girl talk / boy talk	A chance to ask questions and reflect (single sex) (animations used – the Female and Male Reproductive Systems)
	Conception to birth	The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems)

In the media already (Equality Act 2010) ...



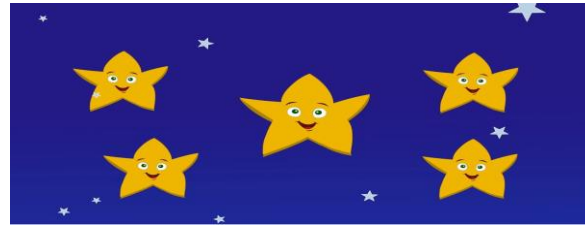
Vocabulary: Changing Adolescent Bodies.



Fairy



Down below



Twinkle / Star



Minnie



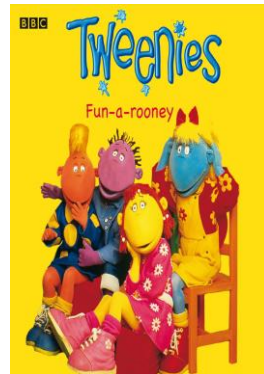
Penny



Privates.



Lady bits



Tweeny

- Keep children safe.
- Building confidence.
- Embarrassment and misunderstanding.



Talking to your child about Relationship and Health Education...



AVOID

One big chat...



FACTS

School website



**THINK
POSITIVE,
&
POSITIVE
THINGS
WILL
HAPPEN**



- 0 to 3 years
- 4 to 10 years
- 11 to 19 years



WHAT DO YOU NEED



Family survey coming shortly to help identify topics where parents want or need more assistance with.

