

Together...

Believing, Achieving, Succeeding.

**June 2021**

Dear Parents/Carers,

**Please read this information carefully as it contains curriculum coverage for the teaching of Relationships Education, Health Education and Sex Education over the next few weeks.**

From September 2020, Relationships and Health Education became compulsory in all primary schools and parents/carers **do not** have the right to withdraw their children from these subjects. We believe that this work is an important part of safeguarding children as knowledge empowers them, helps them to stay safe and cope with puberty by understanding why their bodies will change.

At Reculver C of E Primary School, we define 'sex education' to mean 'human reproduction'. This is in line with the Jigsaw scheme that we use. Parents do have the right to withdraw their child from particular lessons which include human reproduction. These are outlined in **red** below and feature only in Y4/Y5/Y6. Withdrawal requests can only be approved by the Head Teacher.

### **Why is this RSHE curriculum needed?**

There are four main aims for teaching RSE within the context of Primary School PSHE

(Personal, Social, Health Education):

- More than ever before, children are exposed to representations of sex and sexuality through the social culture around them. The unregulated content on the internet or social media, can mean children may be exposed to dangerous, confusing or scary content. We can prepare them for this by presenting a balanced view of positive healthy relationships to help them to be discerning and to stay safe.
- There is much independent research showing most parents and carers value the support of schools in providing Relationship and Sex Education for their children. Parents and schools want children to be safe and happy.
- A range of independent research consistently shows that effective Relationship Education delays first sexual experience and reduces risk-taking in young people.
- Surveys of children and young people, as well as Ofsted, have repeatedly said that Relationship and Sex Education tends to be "too little, too late and too biological". This is one of the many reasons why the

Department for Education has made Relationships and Health Education compulsory in primary schools from September 2020, with an emphasis on Relationships Education.

If you do have a concern, we would ask you to refer this directly to your child’s class teacher in the first instance and prior to making a withdrawal request, who will always be happy to share the materials and support you.

**What will my child actually be taught about puberty and human reproduction?**

The Jigsaw unit ‘Changing Me’ is taught over a period of 6 weeks in Summer Term 2. Each year group will be taught appropriate to their age and developmental stage. If a question arises and the teacher feels it would be inappropriate to answer, the child will be encouraged to ask his/her parents/carers at home. The question will not be answered to the child or class if it is outside the remit of that year group’s lesson.

<b>Year group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions</b>
<b>FS2</b>	Piece 3 Growing Up	<ul style="list-style-type: none"> <li>● Seek out others to share experiences. Show affection and concern for people who are special to them</li> </ul>
<b>1</b>	Piece 4 Boys’ and Girls’ Bodies	<ul style="list-style-type: none"> <li>● Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina, vulva, anus, breast, nipples.</li> <li>● respect their own body and understand which parts are private</li> </ul>
<b>2</b>	Piece 4 Boys’ and Girls’ Bodies	<ul style="list-style-type: none"> <li>● recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus, breast, nipples) and appreciate that some parts of the body are private</li> <li>● tell you what they like/don’t like about being a boy/girl</li> </ul>
<b>3</b>	Piece 1 How Babies Grow	<ul style="list-style-type: none"> <li>● understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</li> <li>● express how they feel when they see babies or baby animals</li> </ul>
	Piece 2 Babies	<ul style="list-style-type: none"> <li>● understand how babies grow and develop in the mother’s uterus and understand what a baby needs to live and grow</li> <li>● express how they might feel if they had a new baby in their family</li> </ul>
	Piece 3 Outside Body Changes	<ul style="list-style-type: none"> <li>● understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies</li> <li>● identify how boys’ and girls’ bodies change on the outside during this growing up process</li> </ul>
	Piece 4 Inside Body Changes	<ul style="list-style-type: none"> <li>● identify how boys’ and girls’ bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</li> <li>● recognise how they feel about these changes happening to them and how to cope with these feelings</li> </ul>



4	Piece 2 Having A Baby	<ul style="list-style-type: none"> <li>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</li> <li>understand that having a baby is a personal choice and express how they feel about having children when they are adults</li> </ul>
	Piece 3 Girls and Puberty	<ul style="list-style-type: none"> <li>describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> <li>know that they have strategies to help them cope with the physical and emotional changes they will experience during puberty</li> </ul>
5	Piece 2 Puberty for Girls	<ul style="list-style-type: none"> <li>explain how a girl's body changes during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>understand that puberty is a natural process that happens to everybody and that it will be OK for them</li> </ul>
	Piece 3 Puberty for Boys and Girls	<ul style="list-style-type: none"> <li>describe how boys' and girls' bodies change during puberty</li> <li>express how they feel about the changes that will happen to their bodies during puberty</li> </ul>
	Piece 4 Conception	<ul style="list-style-type: none"> <li>understand that sexual intercourse can lead to conception and that is how babies are usually made</li> <li>understand that sometimes people need IVF to help them have a baby</li> <li>appreciate how amazing it is that human bodies can reproduce in these ways</li> </ul>
6	Piece 2 Puberty	<ul style="list-style-type: none"> <li>explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>express how they feel about the changes that will happen to their bodies during puberty</li> </ul>
	Piece 3 Girl Talk/Boy Talk	<ul style="list-style-type: none"> <li>ask the questions that they need answered about changes during puberty</li> <li>reflect on how they feel about asking the questions and about the answers they receive</li> </ul>
	Piece 4 Babies – Conception to Birth	<ul style="list-style-type: none"> <li>describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>recognise how they feel when they reflect on the development and birth of a baby</li> </ul>
	Piece 5 Attraction	<ul style="list-style-type: none"> <li>understand how being physically attracted to someone changes the nature of the relationship</li> <li>express how they feel about the growing independence of becoming a teenager and their confidence that they can cope with this</li> </ul>

Mrs J Saunders

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