

Relationships Education At Tenacres First School

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Aims of the Powerpoint:

- ▶ To explain to you why we teach Relationships Education
- ▶ To show you what is taught in Relationships Education across each year group
- ▶ To talk about the vocabulary used
- ▶ To explain PANTS
- ▶ To answer any questions you may have

What is Relationships Education?

- ▶ This was previously known as Sex and relationships education (SRE).
- ▶ It is now called Relationships Education at Primary level and Relationships and Sex Education (RSE) at Secondary. This is so the emphasis is more on the relationships which should come first.

Why teach Relationships education?

- ▶ It is a vital part in meeting safeguarding obligations
- ▶ It has a positive impact on pupils' health and wellbeing and their ability to achieve
- ▶ Children need to be prepared for the physical and emotional changes they undergo during puberty
- ▶ It helps children to grow, learn and develop positive, healthy behaviour for life.

What has changed?

- ▶ From September 2020 Relationships Education for Primary schools and Relationships and Sex education for Secondary schools became compulsory.
- ▶ At Tenacres we have already have a very comprehensive Relationships education coverage which we have now updated to be inline with the new guidance.

WHY?

- ▶ The statutory guidance for Sex and Relationships Education was introduced in 2000 and had become increasingly outdated.
- ▶ It failed to address risks to children that have grown in prevalence over the last 20 years, including cyber bullying, 'sexting' and staying safe online.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." (DfE, 2019, Relationships Education, Relationships and Sex Education and Health Education)

New Relationships Education areas to cover:

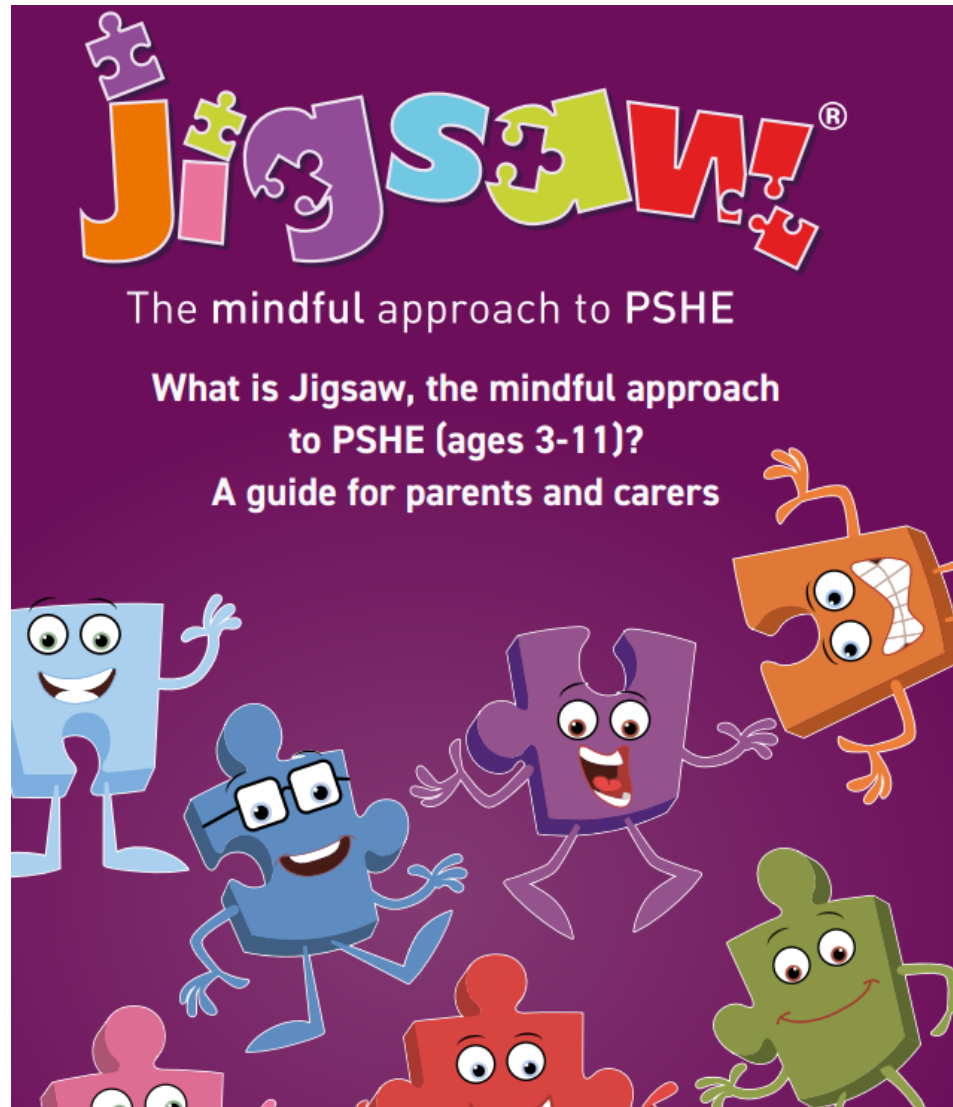
- ▶ Different types of relationships, including friendships, family relationships, dealing with strangers.
- ▶ How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- ▶ How relationships may affect health and wellbeing, including mental health;
- ▶ Healthy relationships and safety online;

What does this mean for Tenacres?

- ▶ During the second half of the Summer term all year groups will be taught Relationships Education. This is delivered through a set of 6 lessons under the main unit heading of 'Changing me'.
- ▶ We taught these units last year and found them to be successful with the children.
- ▶ This has been part of a whole school Jigsaw scheme which the children really enjoy. They love the jigsaw character belonging to their class and it helps them understand when its time for PSHE.



See the school website for further information about Jigsaw



National Curriculum Science

Key Stage 1

Pupils should be taught:

- ▶ To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- ▶ To notice that animals, including humans, have offspring which grow into adults

National Curriculum Science

Key Stage 2

Pupils should be taught:

- ▶ describe the changes as humans develop from birth to old age.

KS1 PSHE objectives.

Health & Wellbeing:

Pupils learn:

- ▶ H20 - About change; to identify feelings associated with this; to recognise what helps people to feel better.
- ▶ H25 - To name the main parts of the body including external genitalia (vulva, vagina, penis, testicles)
- ▶ H26 - About growing and changing from young to old and how people's needs change
- ▶ H27 - About preparing to move to a new class/year group

KS1 PSHE objectives continued:

Relationships:

Pupils learn:

- ▶ R13 To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- ▶ R16 - About how to respond if physical contact makes them feel uncomfortable or unsafe
- ▶ R17 - About knowing there are situations where they should ask for permission and also where their permission should be sort.
- ▶ R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

Living in the Wider World:

Pupils learn:

- L2 - How people and other living things have different needs; about the responsibilities of caring for them

(Taken from the PSHE association programme of study)

KS2 PSHE objectives.

Health & Wellbeing:

Pupils learn:

- ▶ H30 - To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.
- ▶ H31 - About the physical and emotional changes that happen when approaching and during puberty.
- ▶ H33 - About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for
- ▶ H34 - About where to get more information, help and advice about growing and changing, especially about puberty
- ▶ H35 - About the new opportunities and responsibilities that increasing independence may bring
- ▶ H36 - Strategies to manage transitions between classes and key stages

KS2 PSHE objectives continued:

Relationships:

Pupils learn:

- ▶ R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- ▶ R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- ▶ R22 - About privacy and personal boundaries
- ▶ R25 - To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
- ▶ R26 - About seeking and giving permission (consent) in different situations
- ▶ R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

Living in the Wider World:

Pupils learn:

- L9 - About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

(Taken from the PSHE association programme of study)

Lessons in Summer 2 using the Jigsaw scheme

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Year 1	Life cycles	Changing me	Changes since being a baby	Boys' and girls' bodies	Learning and growing	Coping with change
Year 2	Life cycles in nature	Growing from young to old	Increasing independence	Boys' and girls' bodies	Assertiveness	Transition
Year 3	How babies grow	Babies and their needs	Family stereotypes	Looking ahead	Transition	Transition
Year 4	Unique me	Male and female body parts	Outside body changes	Circles of change	Accepting change	Transition

All classes will also have a lesson using NSPCC talk PANTS

Year group	Vocabulary
Reception	Happy, pleased, calm, sad, grumpy, cross, growing up, baby, child, change, hands, head, hair, body, teeth, familiar names for private parts e.g. "willy", "fanny" will be acknowledged
Key stage 1 (Years 1&2)	Male, female, girl, boy, man, woman, baby, toddler, child, teenager, adult, similar, different, unique, special, grow, change, stomach, chest, penis, testicles, vagina, vulva, bottom, anus, private.
Key stage 2 (Years 3&4) Building on Ks1 vocab	Breast, nipple, womb, uterus, testes, love, responsibility, changes, control, stereotypes.

Right to withdraw from RSE lessons.

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within Relationships Education. Requests for withdrawal should be made in writing and in consultation with Miss Marshall.



*This year we will be continuing to incorporate NSPCC 'TALK PANTS' in our Relationship Education lessons.

*Website

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

How can I talk to my child about this at home?

- ▶ Read a book, leaflet or watch a video with your child.
- ▶ Talk while you're doing something else -washing up, driving.
- ▶ Enjoy talking. Laugh with each other, not at each other -it can reduce embarrassment and stress.
- ▶ Listen rather than judge. Ask them what they think.
- ▶ Answer questions and don't be afraid to say you don't know.
- ▶ Have a phrase ready for awkward moments - 'That's a good question. Let's talk about it when we get home.'
- ▶ Always respond. Give the message it's good to talk about it with a grown up.
- ▶ If it feels too personal, talk about people in books, films or soaps.

Any further questions?

- ▶ Please email me if you have any further questions

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