

Relationships Education Primary School Parent Consultation

Thursday 11th November 2021



The Academy at
St James
Aspire, Achieve, Believe

A member of the
bdot
family

Our curriculum-2021



Working together

- We are here to talk about relationships education, which is compulsory across the country from September 2020
- We welcome parents' involvement in school life and we are committed to working with you for the benefit of your children
- There will be opportunity to ask questions to clarify
- Staff and parents should always be respectful, and allow others a chance to speak

What is new?

From September 2020 all primary children will be taught about relationships and health. This is the law and it applies to all schools.

The statutory content will form part of Personal, Social and Health Education, alongside the other elements of P.S.H.E.

What will stay the same?

We have always taught children about dealing with the world around them as part of **P.S.H.E.** and we will continue to do so

The lessons will still be called **P.S.H.E.** on the timetable and will include many topics and skills that we have always taught.



Why has the government made this change?

They believe relationships education will :

- Prevent bullying based on perceived differences
- Help children to be happy, healthy and safe and prepare them for life in a diverse modern society
- Making the subject compulsory demonstrates their commitment to those aims

Will relationships education be suitable for my child?

Teaching will be age appropriate and respectful of faith and diversity

Relationships education does not teach children about sex



Will relationships education be compatible with my religion?

Schools must take into account the religious background of all pupils and handle sensitive topics appropriately

The Equality Act (2010), states that religion or belief are protected characteristics, along with: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; sex; sexual orientation.

Schools must deliver the statutory curriculum to all pupils

Do the regulations apply to faith schools?

Yes, although they can also teach their faith's perspective on relationships

In all schools, teaching should reflect the law as it applies to relationships, so that young people understand what the law allows and does not allow

What about children with Special Educational Needs & Disabilities?

Relationships education, like other aspects of the curriculum, should be differentiated and personalised for pupils with S.E.N.D.

Schools have a duty to prepare children for adulthood from early childhood, as set out in the S.E.N.D. code of practice

Can I withdraw my child from relationships education?

There is no right to withdraw children from relationships education and we have to deliver the full curriculum to all children.



As a parent, how much say do I have about these lessons?

- We are asking for your views about when and how topics will be covered
- We would like your feedback on our planned teaching resources
- We have to teach the curriculum set by the DfE
- There is no right to remove your child from relationships education lessons

Will my child have to learn about gay relationships/LGBT people?

We will teach children to be respectful and fair to people from all types of families, including those with a mum and dad, single parent families, adoptive and foster families, and those with same sex parents. This will be an integral part of the curriculum. There is no such thing as an “LGBT lesson”

The DfE has included this in order to promote respect for diversity, and to prevent bullying of all children

What else will my child have to learn about?

- Healthy relationships with family and friends
- Getting along with others in society
- Bullying
- Keeping themselves safe in person and online
- How to get help if they feel unsafe

**Is sex education part of
these lessons?**

**No it isn't. The requirement on primary schools is to teach
relationships education.**



Teaching about puberty

In Key Stage 2 children have to learn about the emotional and physical changes that happen during puberty

We will teach this in year from KS1 where we introduce key biological vocabulary and then into Y4, 5 &6.

As far as possible we teach this in single sex classes.

Why do we teach about puberty in primary school?

It is in children's best interest to understand what is happening to them as they grow and it is part of the statutory health education curriculum

The average age for girls to start puberty is 11, but it can be any time between 8 and 14

Most boys start puberty between 9 and 14; the average age is 12

The Science National curriculum

National Curriculum link:	Science - animals, including humans (statutory requirements)
Pupils:	Pupils should be taught to:
Year 1	4.1 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	4.2 notice that animals, including humans, have offspring which grow into adults
Year 5	4.3 describe the changes as humans develop to old age

So what else do we teach?

Our PSHE curriculum (Personal, Social and Health education) has 7 strands:

Mental health and wellbeing

Physical Health and Wellbeing

Keeping safe and Managing Risk

Careers, financial capability and economic wellbeing

Drug, Alcohol and Tobacco education

Relationships education

Identity, Society and Equality

Academy St James PSHE Curriculum 2021-2022

PSHCE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Identity, Society and equality  Being me in my World... The world around me	Relationships Friendly me... Friendships 	Relationships Celebrating Differences... families  	Keeping safe and managing risk Safe me... Strangers, roads 	Mental health and emotional wellbeing Happy me...	Physical health and wellbeing Healthy Me... Healthy eating Medicines & Hygiene
Year 1	Drug, alcohol, tobacco education What goes into our bodies? 	Keeping safe and managing risk Feeling safe 	Identity, Society and equality Me and others 	Careers Financial and economic wellbeing My money	Mental health and emotional wellbeing Feelings	Physical health and wellbeing Fun times
Year 2	Drug, alcohol, tobacco education Medicines and me 	Mental health and emotional wellbeing Friendships	Keeping safe and managing risk Indoors and outdoors		Relationships Boys, girls, families 	Physical health and wellbeing What keeps me healthy?
Year 3	Drug, alcohol, tobacco education Tobacco is a drug 	Mental health and emotional wellbeing Strengths and challenges 	 Keeping safe and managing risk Bullying	Identity, Society and equality Sophie's game Celebrating difference 	Careers Financial and economic wellbeing Save, spend, budget	Physical health and wellbeing What helps me choose?
Year 4	Drug, alcohol, tobacco education Making choices 	Identity, Society and equality Democracy 	Keeping safe and managing risk Playing safe		Mental health and emotional wellbeing (y5) Feelings	Physical health and wellbeing What is important to me?
Year 5	Drug, alcohol, tobacco education Influences 	 Identity, Society and equality Stereotypes and discrimination /prejudice Sophie's game	Keeping safe and managing risk When things go wrong 	Careers Financial and economic wellbeing Borrowing and earning	Relationships Healthy relationships 	Physical health and wellbeing In the media
Year 6	Drug, alcohol, tobacco education Weighing up risk 	Mental health and emotional wellbeing Healthy minds 	 Keeping safe and managing risk Keeping safe out and about	Identity, Society and equality Human rights Sophie's game 	 Relationships Healthy relationships	



The red star demarcates PSHE topics and lessons that directly relate to safeguarding pupils. The flag demarcates PSHE topics and lessons that directly relate to British Values

Each of the strands is taught sensitively and has age appropriate content.



Relationships education became statutory from 2020,
but we already teach this.

There is no right to withdraw children from this part
of their education

We can look at this in more detail

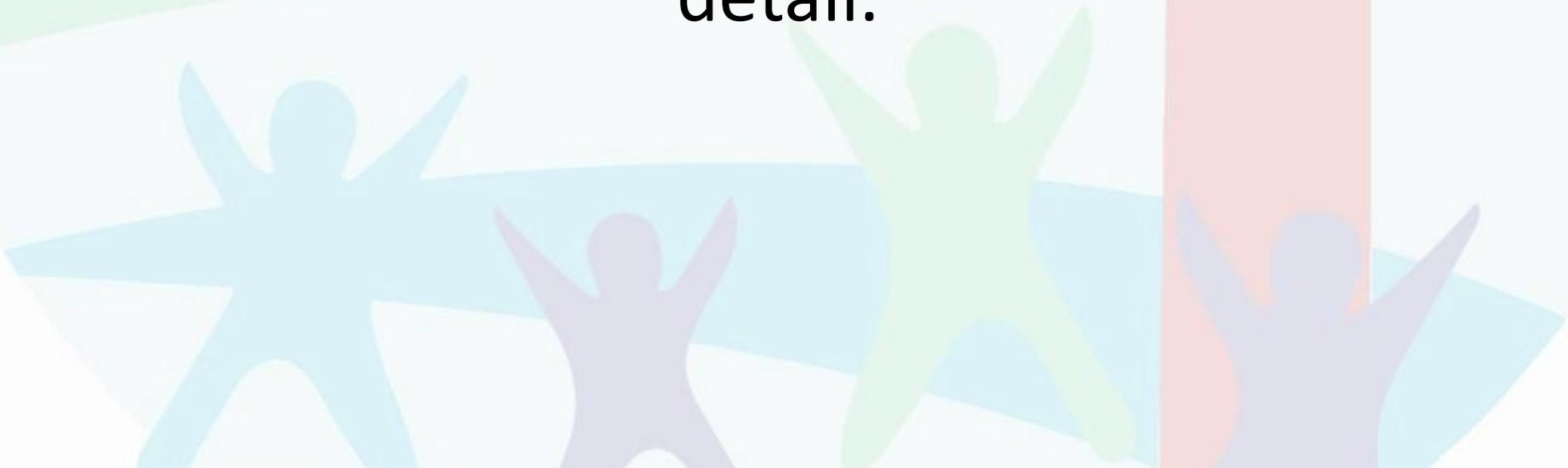


RELATIONSHIPS EDUCATION

Year 2	Year 5	Year 6
<p>Respect the differences and similarities between people Pupils : define difference and similarity understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that</p>	<p>Pupils learn about the changes that occur during puberty Pupils : can identify the physical, emotional and behavioural changes that occur during puberty for both males and females (separate) understand that puberty is individual and can occur any time between 8-17</p>	<p>Pupils learn about the changes that occur during puberty Pupils : can identify the physical, emotional and behavioural changes that occur during puberty for both males and females (separate) understand that puberty is individual and can occur any time between 8-17</p>
<p>Pupils learn about the biological differences between male and female animals and their role in the life cycle Pupils • know that female mammals give birth and nurse their young • can describe the biological differences between male and female • understand that the creation of life requires a male and female</p>	<p>Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with growing up Pupils • are able to describe how feelings and behaviour change as we grow up • can devise strategies for managing these changes</p>	<p>Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact Pupils • understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture • can recognise and challenge gender stereotypes • understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour</p>
<p>Pupils learn the biological differences between males and females Pupils • identify and name biological terms for male and female sex parts ('boy and girl private parts') • understand that the male and female private parts are related to reproduction</p>	<p>6. Pupils learn strategies to deal with feelings in the context of relationships Pupils • are able to identify feelings and understand how they affect behaviour • can practise strategies for managing relationships and changes • can empathise with other people's feelings in relationships, including parents and carers</p>	<p>Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships Pupils • can identify positive qualities and expectations from a variety of Relationships • can explain the similarities and differences between friendships and intimate relationships • can describe that there are different types of relationships, including marriage</p>
<p>Pupils learn about growing from young to old and that they are growing and changing Pupils • can identify key stages in the human life cycle • understand some ways they have changed since they were babies • understand that all living things including humans start life as babies</p>	<p>Pupils learn to answer each other's questions about changes and puberty with confidence, where to find support and advice when they need it Pupils • can use appropriate language to discuss relationships and growing up with confidence • can identify sources of information, support and advice</p>	<p>Pupils learn to answer each other's questions about changes with confidence, where to find support and advice when they need it Pupils • can use appropriate language to discuss relationships and growing up with confidence • can identify sources of information, support and advice</p>

Identity, Society and Equality

This element of our PSHE curriculum, has raised some questions, so we will look at this in more detail.



Y1 Me and others	Y3 Celebrating difference	Y4 Democracy	Y5 Stereotypes, discrimination and prejudice	Y6 Human rights
<p>Pupils learn about what makes themselves and others special</p> <p>Pupils</p> <ul style="list-style-type: none"> • can recognise some of the things that make them special • can describe ways they are similar and different to others • understand that everyone has something about them that makes them special 	<p>Pupils learn about valuing the similarities and differences between themselves and others</p> <p>Pupils</p> <ul style="list-style-type: none"> • know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief • recognise they have shared interests and experiences with others in their class as well as with people in the wider world • understand that peers might be similar or different to each other but can play or work together 	<p>Pupils learn about Britain as a democratic society</p> <p>Pupils</p> <ul style="list-style-type: none"> • understand that Britain is a democratic society and what this means • know that there are different political parties who differ in their views • understand that people have opportunities to influence decisions by voting in elections 	<p>Pupils learn about stereotyping, including gender stereotyping</p> <p>Pupils</p> <ul style="list-style-type: none"> • can explain what is meant by the word 'stereotype' • identify stereotypes as presented in the media and wider world • feel able to challenge gender stereotypes 	<p>Pupils learn about people who have moved to Bradford from other places, (including the experience of refugees)</p> <p>Pupils</p> <ul style="list-style-type: none"> • understand what migration means • identify the reasons why people move from one place to another • are able to empathise with the experiences and challenges moving and settling in new place might bring
<p>Pupils learn about roles and responsibilities at home and school</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify the different roles of people at home and school • can solve simple dilemmas about taking responsibility • can explain why it is important to take responsibility at school and at home (including looking after the local environment) 	<p>Pupils learn about what is meant by community</p> <p>Pupils</p> <ul style="list-style-type: none"> • can explain what being part of a community means • can recognise some of the different groups or communities they belong to and their role within them • value and appreciate the diverse communities which exist and how they connect 	<p>Pupils learn about how laws are made</p> <p>Pupils</p> <ul style="list-style-type: none"> • know how laws are made and the importance of following them • understand the contribution and influence that individuals and organisations can have on social and environmental change • recognise that laws help to keep people safe 	<p>3. Pupils learn about prejudice and discrimination and how this can make people feel</p> <p>Pupils</p> <ul style="list-style-type: none"> • identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic) • know what to do if they experience discriminatory language at school • understand how discriminatory language can make people feel and that this is unacceptable 	<p>Pupils learn about human rights and the UN Convention on the Rights of the Child</p> <p>Pupils</p> <ul style="list-style-type: none"> • are aware how the rights are relevant to their lives and that rights come with responsibilities • understand that individual human rights can sometimes conflict with the circumstances in a country • identify some of the organisations that represent and support the rights of the child and the difference they make
<p>Pupils learn about being cooperative with others</p> <p>Pupils</p> <ul style="list-style-type: none"> • can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom • can challenge unhelpful behaviour in a positive way • understand how their behaviour can affect others 	<p>Pupils learn about belonging to groups</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify positive and negative aspects of being a member of a group • can acknowledge that there may be times when they <u>don't</u> agree with others in the group • can stand up for their own point of view against opposition 	<p>3. Pupils learn about the local council</p> <p>Pupils</p> <ul style="list-style-type: none"> • understand the local council organises services under the guidance of central government • recognise there are limited resources for the needs of the community • know that people may have different views about how council money should be spent 		<p>3. Pupils learn about homelessness</p> <p>Pupils</p> <ul style="list-style-type: none"> • can explain what make a place where someone lives a 'home' • to be able to appreciate the difficulties of being homeless or living in temporary accommodation • know about organisations and initiatives (including charities) that work with the homeless or people living in temporary accommodation

1	<p>Science Boys and girls, families Pupils learn:</p> <ul style="list-style-type: none"> • about different types of family and how their home-life is special. <i>(Some children have two mummies, some have two daddies, some might have just a mum or just a dad. Reference will always be made to what Islam and Christianity teach.)</i> • about growing from young to old and that they are growing and changing • that everybody needs to be cared for and ways in which they care for others
2	<p>Science (KSI Statutory): Boys and girls, families Pupils learn:</p> <ul style="list-style-type: none"> • to understand and respect the differences and similarities between people • about the biological differences between male and female animals and their role in the life cycle • the biological differences between male and female children <p><i>Scientific vocabulary taught: Penis, Breasts, Vagina, male and female, sex (as in gender).</i></p>
3	<p>Science (KS2 Statutory): Growing up and changing Pupils learn</p> <ul style="list-style-type: none"> • about the way we grow and change throughout the human lifecycle • about the external physical changes associated with puberty • strategies to deal with feelings in the context of relationships. <p><i>Scientific vocabulary taught: Penis, Breasts, Vagina, testicles, hormones, periods, pubic hair, male and female, sex as in</i></p>

4	<p>Science (KS2 Statutory Curriculum): Growing up and changing Pupils learn:</p> <ul style="list-style-type: none"> • about menstruation and wet dreams • about the impact of puberty in physical hygiene and strategies for managing this • how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty • to answer each other's questions about puberty with confidence, to seek support and advice when they need it. <p><i>Scientific vocabulary taught:</i> <i>Penis, Breasts, Vagina, testicles, wet dreams, menstruation, hormones, <u>periods</u>, ovum, sperm, pubic hair, male and female, sex as in gender.</i></p>
5	<p>Science (KS2 Statutory Curriculum): Growing up and changing Pupils learn:</p> <ul style="list-style-type: none"> • about menstruation and wet dreams • about the impact of puberty in physical hygiene and strategies for managing this • how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty • to answer each other's questions about puberty with confidence, to seek support and advice when they need it. <p><i>Scientific vocabulary taught:</i> <i>Penis, Breasts, Vagina, testicles, wet dreams, menstruation, hormones, <u>periods</u>, ovum, sperm, pubic hair, male and female, sex as in gender.</i></p>
6	<p>Science (KS2 Statutory): Healthy relationships / How a baby develops in the uterus Pupils learn:</p> <ul style="list-style-type: none"> • about the changes that occur during puberty • about human reproduction in the context of the human lifecycle, only covers the development of the foetus in the uterus. • how a baby is made and grows (conception and pregnancy) • about roles and responsibilities of carers and parents <p><i>Scientific vocabulary taught:</i> <i>Penis, Breasts, Vagina, testicles, wet dreams, menstruation, hormones, periods, ovum, sperm, pregnant, pregnancy, gestation, erection, testicles, foetus, fertilisation, pubic hair, male and female, sex as in gender.</i></p>

A new RSE policy for St James 2021



Timeline

Monday 1 st November	Draft long term plan available for parents to view (website or a hard copy from the office). Draft policy available for parents to view (website or a hard copy from the office).
Tuesday 9 th November	Parents Evening 3.30 – 6pm Ipads will be available to survey parents and collect views on the draft policy.
Wednesday 10 th November	Parents Evening 3.30 – 6pm Ipads will be available to survey parents and collect views on the draft policy.
Thursday 11 th November	Parent information sessions on relationships education. (8.40am, 2.30pm or 5pm) Presentation notes will be added to the website.
w/c 15 th November	Parents who attended the meetings can ask for an appointment with the Principal to seek further clarification. Parents can submit written queries or concerns.
w/c 22 nd November	Frequently asked questions will be made available on the website.
Tuesday 7 th December	Governors will consider parent views and finalise the policy and PSHE scheme of work.
Thursday 16 th December	Final approved policy and PSHE scheme of work will be available on the school website or hard copies can be collected from the office.