

All Saints CE Primary School and Nursery



Relationships and Health Education Guide For Parents and Carers



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Carers

All Saints CE Primary School and Nursery aims to promote the spiritual, moral, cultural, mental and physical development of all learners. Opportunities are provided to prepare the children for the responsibilities and experiences of life in an ever-changing society. This includes teaching children about relationships, health and their changing bodies.

A change in law means that all primary schools are required to teach Relationship and Health Education. A key aspect of RHE is that it contributes to safeguarding, helping children to take care of their bodies and keep themselves safe.

Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. The subjects are also designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. In all schools, when teaching these subjects, the religious background of pupils will be taken into account when planning teaching, so that topics are appropriately handled.

RHE is delivered mainly through SCARF/PSHE lessons. These lessons are delivered sensitively and at an age appropriate level, with a question box available for children who may have questions they want to ask discretely. The Health Education aspects introduced by the Department for Education will be taught with very close links to the Science curriculum.

We do not teach any Non-statutory elements of Sex Education.

The next two pages show the coverage of the **Growing and Changing** unit for SCARF and relevant Science National Curriculum coverage for each year group through school. We also cover aspects of Relationship and Health Education in other SCARF units, as well as in other areas of the curriculum such as Computing and ICT.

Please read through the rest of the booklet for further information and get in touch if you have any questions



SCARF Growing and Changing	Nursery	Reception
	Talk about change in the environment	Understand that there are changes in nature and humans.

Unit Coverage	<p>Describe the changes in babies, young animals and plants as they grow</p> <p>Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like.</p>	<p>Name the different stages in childhood and growing up.</p> <p>Use the correct vocabulary when naming the different parts of the body.</p> <p>know how to keep themselves safe.</p>
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SCARF Growing and Changing Unit Coverage	Year 1	Year 2
Science National Curriculum Applicable to RHE	<p>Name major internal body parts</p> <p>Understand some of the tasks required to look after a baby; Identify things they could do as a baby, a toddler and can do now;</p> <p>Identify the people who help/ helped them at those different stages.</p> <p>Give examples of what they can do if they experience or witness bullying;</p> <p>Explain the difference between a secret and a nice surprise;</p> <p>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep Identify parts of the body that are private and names we use for external genitals;</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p>	<p>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</p> <p>Identify which parts of the human body are private; Understand that humans mostly have the same body parts but that they can look different from person to person.</p> <p>Explain what privacy means; Identify parts of the body that are private and names we use for external genitals</p> <p>Know that you are not allowed to touch someone's private belongings without their permission;</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Pupils should also 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.</p> <p>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</p>

	Year 3	Year 4
<p>SCARF Growing and Changing Unit Coverage</p>	<p>Identify different types of relationships; Recognise who they have positive healthy relationships with. Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space Rehearse strategies for when someone is inappropriately in their body space</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>Recognise how different surprises and secrets might make them feel;</p>	<p>Describe some of the changes that happen to people during their lives; Understand how growing can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens Know the key facts of the menstrual cycle. Understand that periods are a normal part of puberty for girls.</p>
<p>Science National Curriculum Applicable to RSE</p>	<p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction</p>	

	Year 5	Year 6
<p>Science National Curriculum Applicable to RSE</p>	<p>Use a range of words and phrases to describe the intensity of different feelings Explain strategies they can use to build resilience.</p> <p>Identify people who can be trusted; Describe strategies for dealing with situations in which they would feel</p>	<p>Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Recognise how the media can sometimes reinforce gender stereotypes;</p>

	<p>uncomfortable, particularly in relation to inappropriate touch. Give examples of how individual/ group actions can impact on others in a positive or negative way. Explain the difference between a safe and an unsafe secret;</p> <p>Recognise that some people can get bullied because of the way they express their gender; Know the correct words for the external sexual organs;</p> <p>Discuss some of the myths associated with puberty Identify some products that they may need during puberty and why; (Boys and Girls) Know what menstruation is and why it happens</p>	<p>Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</p> <p>Understand the norms of risk taking behaviour and that these are usually lower than people believe them to be. Define the word 'puberty' giving examples of some of the physical and emotional changes</p> <p>Know where someone could get support if they were concerned about their own or another person's safety. Identify situations where someone might need to break a confidence in order to keep someone safe. Identify the changes that happen through puberty to allow sexual reproduction to occur;</p> <p>Know that sperm can fertilise an egg to create a baby;</p> <p>Know the legal age of consent and what it means.</p> <p>Understand what FGM is and that it is an illegal practice in this country</p>
<p>Science National Curriculum Applicable to RSE</p>	<p>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. They should observe life-cycle changes in a variety of living things. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>Describe the changes as humans develop to old age. 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.</p>	

For more detailed information on what is taught, please see our All Saints CE Primary School and Nursery RHE policy and the PSHE Long Term Plan which details each PSHE theme covered across the year.

Parents/carers and the right to withdraw

We are committed to ensuring that the education provided to pupils in RSHE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010. The Department for Education has set out that there is no right to withdraw from Relationships and Health Education in primary school. It believes the contents of these subjects - such as family, friendship, safety (including online safety) - are important for all children to be taught.

We recognise, in accordance with statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSHE (other than sex education in the National Curriculum as part of Science).

For further information on the teaching of RHE, please see the resources below. Any questions or concerns can be raised with your child's class teacher.

All Saints CE Primary School and Nursery School Relationship, Sex and Health Education Policy (Please see our school website)

Understanding Relationships and Health Education in Your Child's Primary School: a guide for parents (produced by the Department for Education)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf

Relationship, Sex and Health Education: Guide for Parents (produced by Department for Education) <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

RSE FAQ: Information from the Department for Education
<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Resources For Helping Your Children At Home

Suggested reading list

- Amazing You: Getting Smart About Your Private Parts by Gail Saltz
- The Great Big Body Book by Mary Hoffman
- Who Has What? Robbie H. Harris

Suggested reading list for Year 6 covering reproduction/puberty/relationships

- A-Z of Growing up, Puberty and Sex by L De Meza
- Girls Only by V Parker
- How your Body Works by Judy Hindley
- Let's Talk About Sex by R H Harris
- Living with a Willy by N Fisher
- Sex is a Funny Word by C Silverberg and F Smyth
 - The Period Book by K Gravelle
- The Puberty Book by W Darvill
- What's Happening to Me? by P Mayle

Useful books for parents/carers

Questions Children Ask and How to Answer Them by Dr M Stoppard

Speakeasy: Talking with your Children about Growing Up by FPA (Family Planning Association)

Useful websites for children

BBC Teach -The Big Talk (age 9-12): <https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-thebig-talk/zn8f7nb>

Kids' Health - Menstruation: <https://kidshealth.org/en/teens/menstruation.html>

Male puberty - including wet dreams : https://www.youtube.com/watch?v=RJtbLfJ_kRk

NHS - stages of puberty: <https://www.nhs.uk/live-well/sexualhealth/stages-of-puberty-what-happens-to-boys-and-girls/>

Outspoken - RSE worksheets: [https:// www.outspokeneducation.com/](https://www.outspokeneducation.com/)

Useful websites for parents

Family Lives: <https://www.familylives.org.uk/advice/primary/health-and-development/>

NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/>

Outspoken : <https://www.outspokeneducation.com/ages-6-to-10>

Sex positive families : <https://sexpositivefamilies.com/>

Sitting in car YouTube Channel: how to talk comfortably with your kids about sex and consent

Other suggested RSE Activities

Draw around bodies: Draw around bodies and label parts, using correct words and their purpose

What's in the bag? Puberty: Put together your own 'puberty bag' from household items. Discuss each one and why it's used, e.g. deodorant, razors, tampons/pads, shower gel, washing powder, tissues, hair gel.

What's in the bag? Growing up: Same as above for contents of handbag; items support discussions about growing up

Anonymous questions box: Have an old shoe box, or similar, where children could post questions that they might not be able to ask you verbally.

Praise and thank them for their questions. Try to answer them using the webpages above to help provide age-appropriate, fact-based answers.

Further tips for talking to your child

- Be honest. If you don't know the answer to a question, be honest and say so. Tell your child that you will need to find out and that you will get back to them.
- Remember that children are curious and want to know and understand. We tend to place our adult perspective on children's questions and comments, when actually a child just wants (and needs) a very simple, age-appropriate, matter-of-fact answer. This answer will not involve an 'adult' understanding of a topic - it needs to be at a child's level, with opportunity given for the child to be able to ask further questions if needed. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"
- Keep lines of communication open. Having an open and honest relationship with your child can really help make conversations easier, so make sure that you are always willing to talk when your child needs you; if you can't, explain why and find another time when it is more convenient.
- Use correct terminology. It helps that children aren't confused by hints, euphemisms and innuendo; use correct terminology whenever you can, especially for body parts. This is hugely important for safeguarding too.

Respond to what children say they need. Bear in mind that children's lives today are very different from even five years ago. Therefore, the education they receive needs to reflect this. Research shows us that children want and need to understand relationships, puberty and human reproduction, and want to be able to talk with parents/carers about this when they have had lessons at school.

- Answer questions and don't be afraid to say, 'I really don't know - let's work it out or look it up together'. Have a phrase for awkward moments, such as, 'That's a good question, and let's talk about it once we get home'.
- Always respond. If you don't, they may think it is wrong to talk to you about relationships, puberty or human reproduction and as a result you may find your child clams up when you want to raise the subject, now or in the future.
- If it all feels too personal, try talking about people in books, films and favourite television programmes.

- Enjoy it. Laugh with each other!
- Work in partnership with the school.

If you have any questions or require further information, please do not hesitate to talk to your class teacher or an adult in school. We are always happy to talk.