

RSE Parent Information Meeting

January 2024



Aims

- To become familiar with the Oasis Offer.
- To understand what your child will be taught in RSE this year.
- To understand your child's learning journey.

The
government
says...

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.

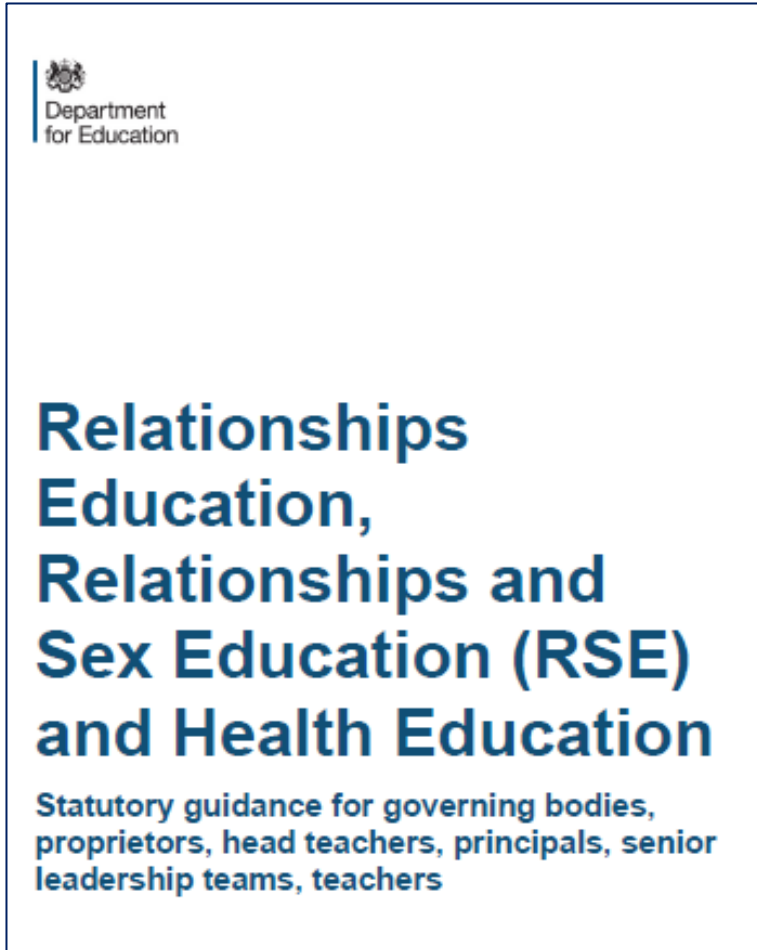
In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

DfE Guidance on Relationships Education, Sex Education and Health Education 2021

The
government
says...

Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

Compulsory status of RSE and Health Education



In 2018 the government passed an amendment to the Children and Social Work Bill to make RSE and Health Education statutory from September 2020.

Supported by over 100 organisations, including Public Health England, Teaching Unions, NCB, etc)

Ratified by House of Lords 24 April 2019

What should children know about relationships and why?



1. What a positive, healthy, caring, safe relationship looks and feels like.



2. How to speak up and get help when a relationship does NOT feel healthy/positive/safe.



3. How to make and maintain positive relationships (online and offline).



What are the aims of RSE?

To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion.

To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them.

To empower them to be safe and safeguarded and be able to make informed choices.

To help young people develop positive and healthy relationships appropriate to their age, development, etc. (respect for self and others).

**What will my child be
taught this year in
RSE lessons?**

lesson	In Year 5 I can...
<p>What are the different relationships in my life?</p> <p>What is appropriate and inappropriate touch?</p> <p>What is a worry secret?</p>	<ul style="list-style-type: none"> • Identify different relationships in my life, including different types of family. • Understand that a feature of positive family life is caring relationships. • Consider the different ways in which people care for one another. • Describe what a healthy relationship looks like. • Understand the feelings of others and how to respond to this, such as being lonely/excluded. • Learn about appropriate and inappropriate touch and where to find support if needed. • Explain the right to privacy and where on my body is private. • Recognise that my body belongs to me and recall how to protect my body. • Discuss the difference between good and worry secrets. • Identify who I would approach for help if I was worried.
<p>What is puberty? (Physical & emotional changes and personal hygiene)</p>	<ul style="list-style-type: none"> • Describe how children change into adults so that they are able to reproduce and understand that puberty is part of this process. • Label the main parts of the male reproductive organs including external genitalia. • Define puberty and list physical and emotional changes that happen during puberty. • Identify some similarities in the changes for males and females during puberty. • Explain the steps required to look after my body during puberty and how to manage personal hygiene.

Lesson	In Year 5 I can...
What is puberty? (Physical & emotional changes, personal hygiene and menstruation)	<ul style="list-style-type: none"> • Understand there is much about puberty that is completely out of my control but know there are also things I can control. • Identify changes that I can control as I grow into an adult. • Give advice or words of support to a friend when they have a particular worry or concern about a change that occurs in puberty. • Describe how periods affect girls both physically and emotionally. • Discuss how personal hygiene is even more important when a girl is having her period. • Describe how females maintain hygiene during menstruation (having a period).
What is FGM? (Female Genital Mutilation)	<ul style="list-style-type: none"> • Identify who we may give permission to touch us. e.g. holding a parent's hand as we cross a road, a nurse or doctor if we were poorly. • Label the main parts of the female reproductive organs including external genitalia. • Learn what FGM stands for. • Learn what FGM is. • Learn what harm FGM causes. • Recall what legal and illegal means. • Know that female genital mutilation (FGM) is against British law. • Know where to find support if needed for myself or others.

Lesson	In Year 6 I can..
<p>What responsibilities do I have in my life and how will they change in the future?</p> <p>How can I cope with transition to secondary school?</p>	<ul style="list-style-type: none"> • Name responsibilities I have at school and at home. • Describe how it feels when I act responsibly. • Name some of the responsibilities I may have as I get older. • List different responsibilities to different stages in life. • Consider why I have more responsibilities as I grow older. • Explore how I feel about transitioning to secondary school. • Identify the reasons why transition may be challenging. • Provide some examples of how to cope with transition to secondary school. • Identify different strategies that may help with this change.
<p>What happens in a loving relationship? (including marriage) and what is a forced marriage?</p>	<ul style="list-style-type: none"> • Identify the positive qualities and expectations for different relationships. • Describe different types of relationship, including marriage. • Explain the similarities and differences between friendships and romantic relationships. • Define forced marriage.
<p>How is a baby made? (human lifecycle)</p>	<ul style="list-style-type: none"> • Describe how a loving couple may express their love and commitment to each other. • Define the term human reproduction. • Label the male and female body parts associated with conception and pregnancy • Understand what it means to give consent and how both adults should freely agree, feel comfortable about having a sexual relationship. • Identify things that adults may need to consider before having a baby. • Explain that a baby is made when a sperm meets an egg /ovum and then the fertilised egg settles into the lining of the womb. • Name the male and female body parts associated with conception and pregnancy. • Describe what pregnancy is, where a baby grows and develops and how long pregnancy takes in a human. • Order the stages of conception and fertilisation.

lesson	Y1 Learning
1	Who are the people in my life that love and care for me (family)
2	What are the differences and similarities between people?
3	What are the similarities between girls and boys? (body parts).

lesson	Y2 Learning
1	What is private? (body parts)
2	What happens when the body grows - young to old?
3	What is fair, unfair, kind and unkind? (friendship)

lesson	Y3 Learning
1	What is personal space?
2	What does a healthy relationship look and feel like?
3	Why is being respectful important in relationships?

lesson	Y4 Learning
1	What is diversity?
2	How can I challenge stereotypes? What changes happen to my body to become an adult? (puberty & personal hygiene).
3	What changes happen to my body to become an adult? (puberty & personal hygiene).

lesson	Y5 Learning
1	<p>What are the different relationships in my life?</p> <p>What is appropriate and inappropriate touch?</p> <p>What is a worry secret?</p>
2	<p>What is puberty? (Physical & emotional changes and personal hygiene)</p>
3	<p>What is puberty? (Physical & emotional changes, personal hygiene and menstruation)</p>
4	<p>What is FGM? (Female Genital Mutilation)</p>

lesson	Y6 Learning
1	<p>What responsibilities do I have in my life and how will they change in the future?</p> <p>How can I cope with transition to secondary school?</p>
2	<p>What happens in a loving relationship? (including marriage) and what is a forced marriage?</p>
3	<p>How is a baby made? (human lifecycle)</p>

UKS2 resources used in lesson - puberty & reproduction

Vocabulary:

Reproduction - the way by which living things create young or offspring.

Hormones - a substance made by certain cells in the body. Hormones help control body processes such as growth.

Semen - the fluid that sperm is contained in.

Reproductive organ – the tissues, glands and organs involved in producing children.

Testosterone – a hormone produced by the human body.

Sperm – male reproductive cells.

Wet dream - the involuntary ejaculation (releasing) of semen during sleep.

Oestrogen - one of the main female sex hormones.

Ovum – an egg produced by females and stored in her ovaries.

Uterus - also called the womb, is a muscular bag which has a soft lining. The uterus is where a baby would develop/grow until its birth.

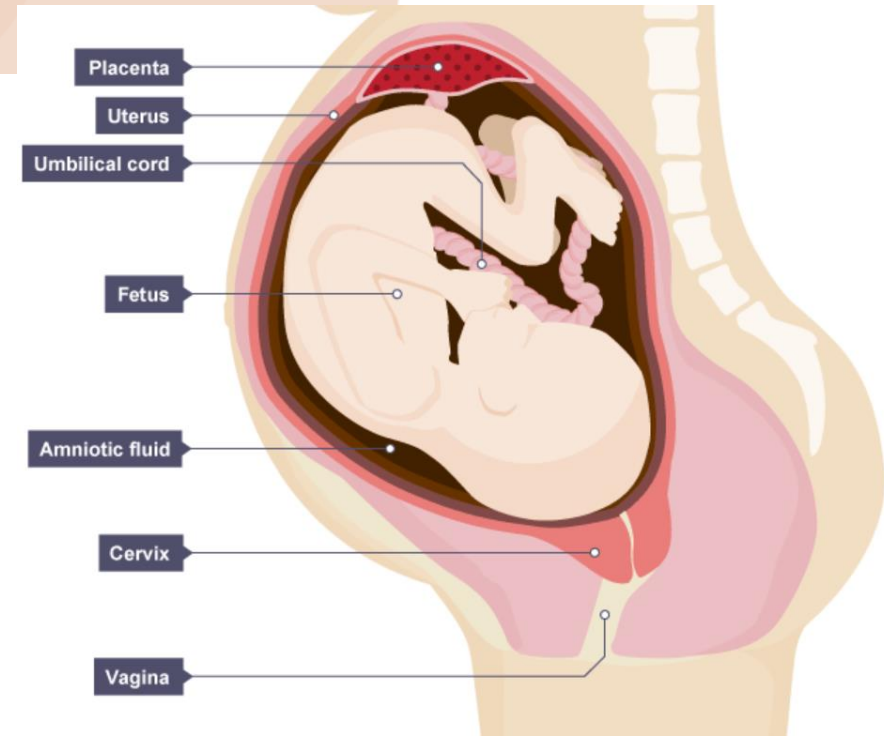
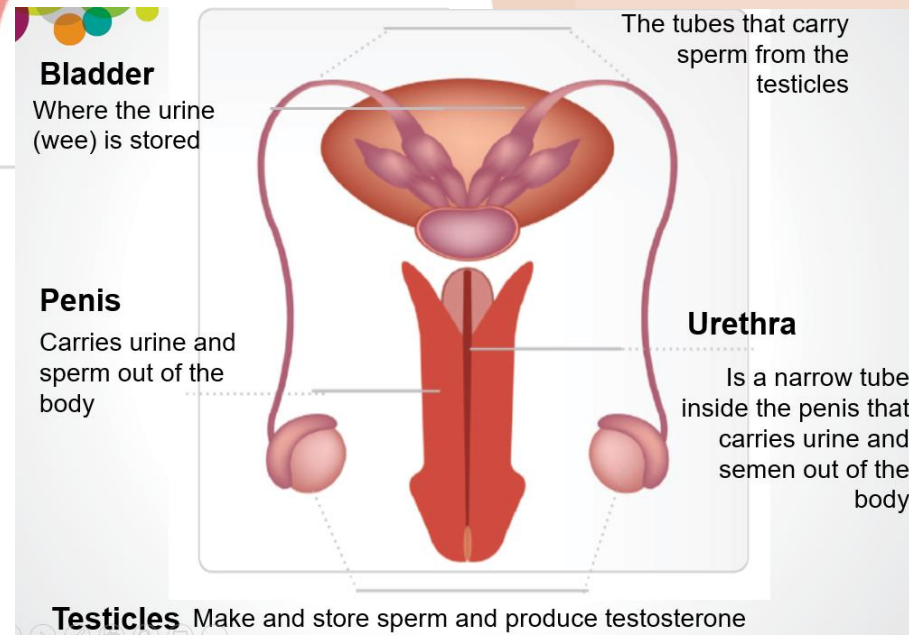
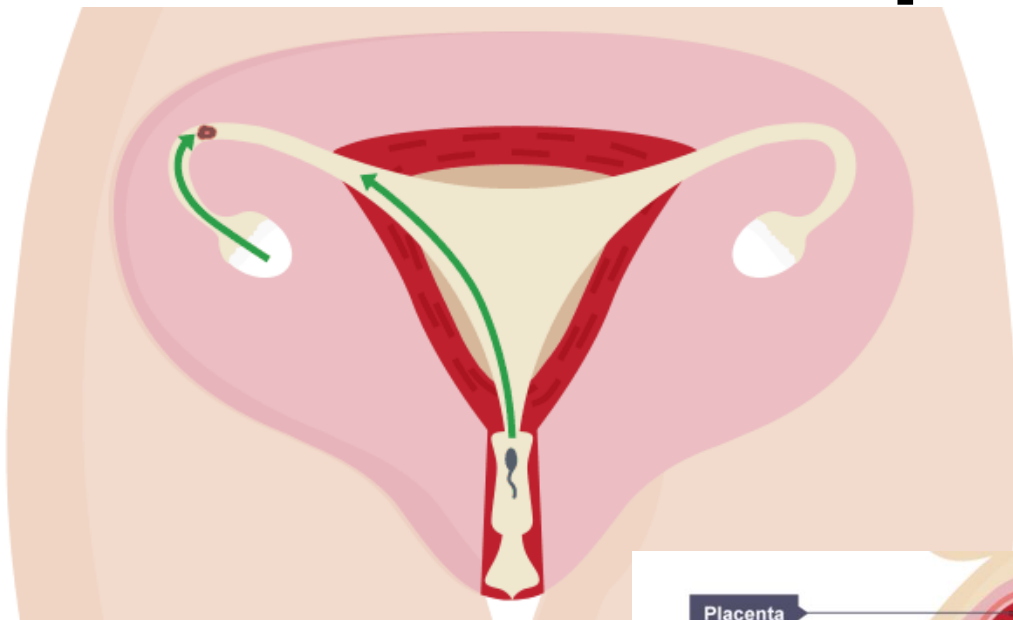
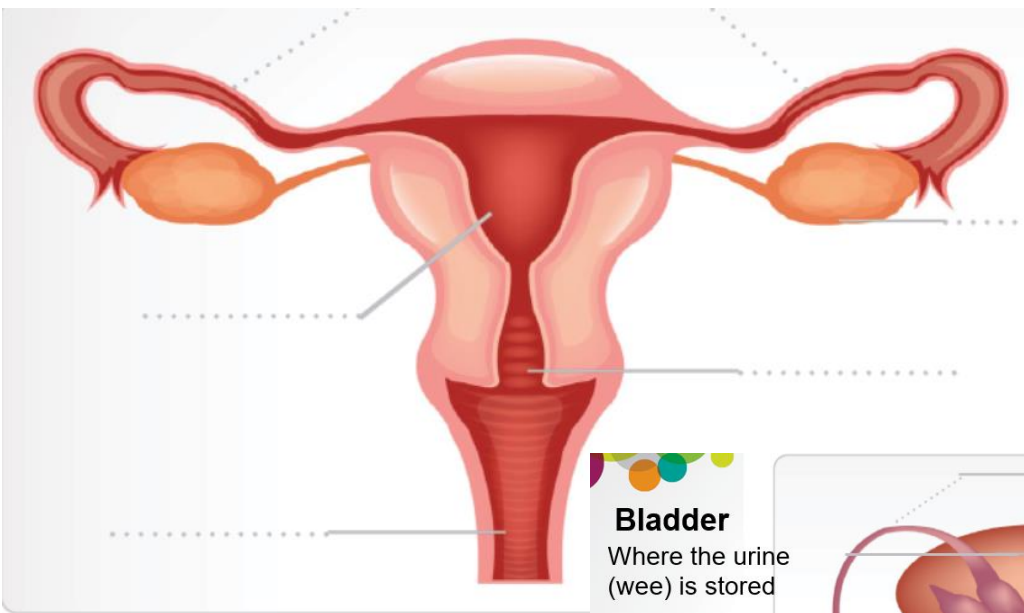
Sexual intercourse – physical sexual contact between individuals that involves the genitalia.

Ejaculation- releasing of semen from the penis.

Fetus – unborn baby.

Personal hygiene – behaviours that must be practised in daily life to protect our health.

UKS2 resources used in lesson - puberty & reproduction



Will teaching RSE take away my child's innocence?

The evidence suggests that high quality RSE does the opposite: it **actually delays young people's first sexual experience**, and it helps them to become much more confident and comfortable about making informed choices.

Appropriate RSE takes away children's ignorance, not their innocence.

What can parents do to support this work at home?

Our starting point:

- We all want children to feel safe and to be happy and healthy.
- We need to consider their needs.
- We need to normalise talking about relationships and sex.
- We might need to challenge our ways of thinking (we challenge the attitude, not the person).

Top tips for talking to your child

- **Be honest.**
- **Remember that children are curious and want to know and understand.** Innocent questions require simple, matter of fact answers. Give yourself time to answer by asking, “What do you think that means” or “Why do you ask that?”
- **Keep lines of communication open.**
- **Use correct terminology.** It helps that children aren’t confused.
- **Respond to what your child says they need.** Research shows that children want and need RSE that is age and stage appropriate, that teaches them about relationships and emotions.

Any questions?

