Sir Francis Drake Primary School
RELATIONSHIPS AND SEX EDUCATION

Consultation with our School Community

Background

- In 2000 the government published the SRE guidance for teachers, that recommended that schools teach the subject of sex within the broader context of relationship education. The was directly linked to the revised curriculum of 1999.
- In 2008 a government review was ordered due to the 'patchy nature' of the provision
- In around 2012/13 young peoples' access to the internet increased dramatically and concerns were raised about the changes in young people's behavior possibly due to their increased exposure to inappropriate online content.
- In 2014 an Education Select Committee inquiry into PSHE and SRE took place with the Life Lessons report in 2015 calling for SRE to be statutory, underlining the role of SRE in safeguarding children and young people
- It was within the Children and Social Work Act, which received Royal Assent in March 2017, that SRE was described as RSE. This act puts the relationship before the sex in relationship and sex education. SRE is now RSE. This act makes relationship and sex education statutory in **all** secondary schools and relationship education statutory in **all** primaries.
- RSE became statutory in all primary schools from September 2020, but due to the pandemic, teaching was delayed. School's must consult with parents about their policies and if a school is unable to start teaching RSE in September 2020 they were able to delay until the summer term of 2021.

Where and how did you learn about sex and relationships? For young people, their learning comes from…

Mobile phones

TV

Internet

School

Friends & Older Siblings

Parents & Carers

Discussions with children

We asked:

- What do you know about babies?
- What do you know about relationships?
- What do you think you need to know about relationships before you leave primary school?

What did children say?

What do you know about babies?

Year 2:

- Mainly about how they cry a lot, sleep a lot and are messy

Year 4:

- Mainly about how they need to be cared for
- Babies come out of their mum's tummy and when they do we must keep them warm.

Year 6:

- More technical knowledge alongside recognition that babies need to be cared for.
- It takes an egg and a sperm to make a baby
- The egg is fertilised by the sperm.
- They develop in the womb and they breathe through the umbilical cord which becomes a belly button.
- A mother has to push a baby out.
- Babies are born through the female vagina.
- A male part is called a penis.
- Sometimes babies are cut out of the mum's tummy – caesarean.

What do you know about relationships?

Year 2:

- It means taking care of each other
- Relationships can be with cousins, brothers, sisters, parents, grandparents, uncles, aunties and friends.
- Mainly children talked about family relationships

Year 4:

- There are many different relationships, friends, family, siblings and people you love.
- You need to be kind in a relationship.
- There are good and bad times in a relationship. Some relationships break down but the adults keep in touch with the children.
- It doesn't matter which gender your relationship is with, it can be a man and a woman, two men or two women.
- They can feel different, foster children may look different to their families but they are still a family.

Year 6:

- It is when a male and female love each other.
- It isn't just a male and female in a relationship it can be two men or two women.
- People can be bi-sexual.
- You need to find the right person to be in a relationship with.
- You need to find things out about someone to know that they are right for you.
- Don't let anyone threaten you – you can say no!

What do you need to know about relationships?

Year 2:

- Why do people like having relationships – why are they important?
- How to we deal with bullies – how do we stand up to them?
- Why do some people upset others in a relationship?

Year 4:

- How to make friends and to be friendly and kind?
- Bullying – need to be prepared, what to do if someone tries to bully?
- Is there racism in relationships?

Year 6:

- What is the definition of relationship
- How do you know if you have found the right person?
- If someone is gay how do they have a child?
- If a couple are lesbian, how do they decide who will be pregnant?
- How to foster a good relationship?
- How to stand up to people?
- How to tell the difference between different relationships?
- Dealing with peer pressure.
- To know the difference between a healthy and unhealthy relationship.

Why is Relationships and Sex Education important?

- Entitlement
- Puberty is starting earlier- for some children by age 9
- Unwanted conceptions
- Sexually transmitted infections
- Safeguarding
  - Grooming
  - Child Sexual Exploitation
  - Abuse
  - Sexting
  - Online pornography

Teenage Pregancies

2009 – Lewisham had the 2nd highest teenage pregnancy rate in London The study by the Office of National **Statistics** found that 70 out of every 1,000 15 to 17-year-olds in the borough got pregnant between January 2005 and December 2007

2013 - Lewisham had the second highest teenage pregnancy rate in London (152 conceptions in 15-17 year olds). The under 16 conception rate was also second highest in London.

2018 – Lewisham had the third highest under 18 conception rate in London, only slightly below Lambeth and Southwark. The under 16 conception rate fell to 12th highest in London.

Relationships and Health Education

Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education

- Mental Wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Our curriculum

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

The lessons

Connect Us
Calm Me
Open My Mind
Tell Me or Show Me
Let Me Learn
Help Me Reflect

SCIENCE CURRICULUM

As part of the Science curriculum we teach the following statutory objectives that build understanding about growth and reproduction:

Year One
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 Two
Notice that animals, including humans, have offspring which grow into adults. They 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.

Year Five and Six
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 Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.
describe the changes as humans develop to old age. They should learn about the changes experienced in puberty.

What is effective Relationships & Sex Education (SRE)?

- Age appropriate
- Based on needs of pupil
- Progressive
- Inclusive
- Delivered by trained staff in a safe environment
- Prepares children adequately for puberty in a timely way
- Prepares children for adult life
- Promotes positive relationships

Does it work? What's the evidence?

Those receiving good quality RSE are more likely to:

- Delay their first sexual experience
- Use condoms for contraception
- Have fewer sexual partners

Kirby 2007

Your rights as a parent:

- To be informed of the RSE curriculum and policy
- To be consulted about changes to these
- To withdraw your child from Sex education lessons - those that are outside of/ additional to the Science National Curriculum

Our commitment to you

- Invite KS2 parents into school to show them the content of the ‘change me’ unit which will be taught in the second part of the summer term each year
- Share teaching plans and resources with parents for any unit if they request them
- Ensure that all RSE lessons are taught by the class teacher with support from other members of staff as needed.
- Only teach what is on our published curriculum map
- Support children and parents to talk to each other about issues that come up that go beyond our published curriculum

Next Steps:

- Please look at the materials on the school website:
- https://www.sirfrancisdrake.org.uk/Relationships-education-parental-consultation/
- Please respond to the survey:
- https://www.surveymonkey.co.uk/r/SFDRSE