



## ***'Placing learning at the heart of everything we do'***

### **RE: Term 6 PSHE Curriculum for years 2-5 - 'Relationships and Sex Education'**

Dear Parents/Carers

During term 6, the teachers will be teaching the 'Sex and Relationships Education' aspect of the curriculum, as appropriate to their individual year groups.

#### **What is Sex and Relationship Education?**

Sex and relationship education is about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care and marriage in family life. It is also about the teaching of sex, sexuality and sexual health. We use the 'Changing me' unit in the Jigsaw scheme to support this learning.

Below are the main points from our Sex and Relationship Policy.

#### **Sex and Relationship Education has three main elements.**

##### **1. Attitudes and Values:**

- ❖ learning the importance of values and moral considerations
- ❖ learning the value of family life, marriage and stable relationships
- ❖ learning the value of love, respect and care

##### **2. Personal and Social Skills:**

- ❖ learning to manage emotions and relationships confidently and sensitively
- ❖ developing empathy and self-respect
- ❖ learning to make choices without prejudice
- ❖ appreciating the consequences of choices made
- ❖ managing conflict
- ❖ recognising and avoiding exploitation and abuse

##### **3. Knowledge and Understanding:**

- ❖ learning about and understanding physical development
- ❖ understanding human sexuality, reproduction, sexual health, emotions and relationships (age appropriate)

#### **Dealing with Sensitive Issues**

Governors and teachers are in agreement that teachers should answer children's questions relating to sex and relationship education after taking into consideration the child's age and maturity, the family background, culture, religious beliefs, and pupils' differing experiences. The Governors expect teachers to use their professional judgement and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature. The following ground rules have been established.

- ❖ We will not enter into discussions about personal issues and lifestyles
- ❖ No one (child or adult) has to answer a personal question
- ❖ Nobody is forced to take part in discussion
- ❖ In discussion, teachers will promote the use of scientific terminology to discuss body parts
- ❖ Meanings of words are explained in a sensible and factual way

When planning lessons, teachers will consider appropriate grouping in respect of pupil experience and need. Mixed-gender classes will be the norm for the younger pupils and most sessions will be conducted in a circle time/open debate session which the children are familiar with.

**'Relationships are central to our lives. As well as helping keep children safe, quality Sex and Relationship Education has proven to support children's mental and physical health. It also has an impact on academic attainment.'** - (Jon Baggaley, Chief Executive of the PSHE Association.)

Yours sincerely

*A Marsh-Ballard*

<b>Relationships</b>	
1. Myself as an individual	Loving, caring and supportive relationships and family life: <ul style="list-style-type: none"> <li>• Exploring and expressing feelings and emotions</li> <li>• Who cares for me?</li> <li>• Secrets</li> <li>• Promoting self-image</li> </ul>
2. Myself and my friends	<ul style="list-style-type: none"> <li>• Friends and friendships</li> <li>• Keeping safe</li> <li>• Feelings</li> </ul>
3. Myself and the wider community	<ul style="list-style-type: none"> <li>• Living and working together</li> <li>• Safety</li> <li>• Similarities and difference</li> <li>• Valuing</li> <li>• Celebrating the fact that everybody is unique</li> </ul>
<b>Family Life</b>	
1. Family patterns	<ul style="list-style-type: none"> <li>• Identifying key members of a family and special people in life</li> <li>• Describing the different roles of individuals in a family</li> <li>• Knowing that there are different types of family</li> <li>• Distinguishing between family and friendly relationships</li> <li>• Life cycles, birth, parenthood, childhood and adulthood</li> </ul>
2. Family responsibility	<ul style="list-style-type: none"> <li>• Birth and marriage</li> <li>• Parental care</li> <li>• Family units</li> <li>• Working and playing together</li> </ul>
3. Family emotions	<ul style="list-style-type: none"> <li>• Identifying, discussing and expressing emotions</li> <li>• Exploring parental love</li> <li>• Understanding loss and separation</li> <li>• Interpreting visual signs of emotion</li> </ul>
<b>Growth and Development</b>	
1. Self-awareness	<ul style="list-style-type: none"> <li>• Myself as an individual</li> <li>• Gender issues</li> <li>• Stereotypes</li> <li>• Physical and emotional change</li> <li>• Exploring developing responsibility</li> </ul>
2. Physical change	<ul style="list-style-type: none"> <li>• Understanding life cycles</li> <li>• Charting growth</li> <li>• Exploring change</li> </ul>
3. New life	<ul style="list-style-type: none"> <li>• New life</li> <li>• Conception and birth</li> <li>• Care and responsibility</li> </ul>