

**Andrew Marsh-Ballard**  
**01249-812608**  
**www.priestley.wilts.sch.uk**  
**admin@priestley.wilts.sch.uk**



**Priestley Primary School**  
**Prince Charles Drive**  
**Calne**  
**Wiltshire**  
**SN11 8TG**

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

### **RE: Term 6 PSHE Curriculum Yr. 6 - 'Relationships Health and Sex Education' (RSHE)**

Dear Parents/Carers

During term 6, the teachers will be teaching the 'Sex and Relationships Education' aspect of the curriculum to the Y6 children. It is the philosophy of Priestley Primary School that all children should experience a planned programme of sex and relationship education that offers them the opportunity to explore attitudes and values, and develop personal and social skills, as well as learning the facts necessary for life. The teachers will be teaching the 'Sex and Relationships Education' aspect of the curriculum, as appropriate to the year group. RSHE (Relationships, sex and health education) is now compulsory in all Secondary schools as of September 2020. However, as we are advised to do so we will teach gender and age-appropriate sex education to Y6 children.

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 marriage for family life, stable and loving relationships, respect, love and care. 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 work.

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

#### **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 knowledge and use of 'accepted' names of body parts
- ❖ Meanings of words are explained in a sensible and factual way

When planning lessons, teachers consider appropriate grouping in respect of pupil experience and need. Mixed-gender classes will be the norm for the younger pupils, however for some discussions in year 6, the children may be split according to gender to discuss some gender specific topics. E.g. the menstrual cycle.

At Priestley we feel the importance in providing our children with the knowledge and skills to equip them for adult hood and secondary school.

**'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*

School Curriculum coverage for Sex and Relationship Education is outlined below. We use the 'Changing me' unit to support out teaching.

<b>Relationships</b>	
1. Myself as an individual	<ul style="list-style-type: none"> <li>• Loving, caring and supportive relationships and family life</li> <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> <li>• In addition, Y6 only will cover personal safety, grooming and child sexual exploitation</li> </ul>
2. Physical change	<ul style="list-style-type: none"> <li>• Understanding life cycles</li> <li>• Charting growth</li> <li>• Exploring change</li> <li>• Looking after my body</li> <li>• Changes in puberty Years 5 &amp; 6</li> <li>• Sexual reproduction</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>