
RSE

— Parent Workshop —

Welcome

We want to welcome you to our RSE workshop and we want to begin by saying a massive thank you to all the parents and school community who completed questionnaires and contributed to the feedback regarding Relationship and Sex Education. This is really appreciated and we really value your responses.

We want to inform/remind you that all of our policies at the Genesis Education Trust are taken from a collaboration of **Local Authority** Headteachers and the **Department for Education** guidance, as well as the values and guidance from the **Church of England**. The Church of England's Statement of Entitlement is centred around **John 10:10**, which states that **Church schools should enable every child to flourish and to live life in all its fullness**. The Church of England also state that children will be educated to have dignity and respect, encouraging all to live well together. We are proud to support this ethos and at our school, we love, embrace and accept the beautiful diversity of our school community. We celebrate the fact that our school community is made up of people who are in happy, loving relationships of **all varieties**; we love, accept and respect all people, just as God has taught us to **love our neighbour in the same way that we love ourselves**.

Our vision and values are rooted and supported by the Church of England's statement:

As communities of Christians we are held together in the love of God. Our many differences are gifts that can build us up in trust and mutual affection... or they can mar the image of Christ that we are called to reflect through our life together. At the heart of our ethos is a spirit of **love** and we approach this topic with this value:

Listen attentively and openly

Open your heart and mind without judgmentalism

Value everyone's choices, vulnerability and perspective

Express love, respect, acceptance, concern and empathy.

Purpose

At Genesis Education Trust, we want to deliver a curriculum which has the support of the vast majority, if not all, parents. We value the importance of knowledge in all aspects of life and believe that we should equip all children with the appropriate knowledge to enable them to make informed decisions in the future that would affect their lives. It is therefore necessary for our children to be taught the basic facts about relationships and sex before they go to secondary school, for their own safety and wellbeing. At the Genesis Education Trust, we aim to educate the whole person.

We have a duty to safeguard all our pupils and we recognise that children need an increasing level of skill to deal with the modern world and the impact of social networking, advertising and media. Schools and parents have a responsibility to give a positive message which builds children's resilience to the negative messages they may encounter through the easy availability of pornography/ photo-shopped body images/TV programmes.

We would want all pupils to grow with the knowledge of natural changes before they happen, as we know pupils can encounter puberty at a relatively young age. For example, while the average age for a girl to begin menstruation in the UK is 12, many begin in Y6 and some in Y5. Less commonly, girls can begin their periods from 8 yrs old.

What is RSE?

- The Department for Education has introduced compulsory RSE for all primary schools.
- The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.
- It should teach what is acceptable and unacceptable behaviours in relationships.
- Pupils will understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
- The Department for Education recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Benefits of teaching RSE

- RSE explains the positive qualities of relationships, such as trust, respect and commitment as well as recognising that there are different types of relationships and families.
- It raises the importance of educating children about gender equality, consent, relationships and sex in an age appropriate way.
- RSE can provide young people with the knowledge required to resist peer, partner and media pressure and understand issues of consent as well as what is and is not appropriate behaviour.

DFE Statutory Guidance

- To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation.

Link to guidance from DFE:

<https://drive.google.com/file/d/17uTwmWPf6k7j8wm8eGgRik-SvzOv1tw/view?usp=sharing>

What does the guidance mean for my child(ren)?

- Relationship Education will be **compulsory** in all schools with primary schools being urged to include sex education lessons where appropriate
- Sex education is not compulsory in primary schools. Primary schools that choose to teach sex education should tailor teaching to take account of the age and the physical maturity of their pupils and must allow parents to withdraw their children where requested.
- Health Education will be **compulsory** in all schools
- All schools must have a written **policy** for RSE which has consulted parents
- All schools may teach about faith perspectives' and 'balanced debate may take place about issues that are seen as contentious
- At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure it is **fully integrated**
- Schools should ensure that the **needs of all pupils are appropriately met**' - must comply with the **Equality Act 2010** and protect individuals from discrimination. There are 9 protected characteristics (aspects of a person's identity)
- Puberty including **menstruation** should be 'addressed before onset'

How else is this taught?

Science

In KS1 - Pupils should be taught to 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. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog. Growing into adults can include reference to baby, toddler, child, teenager, adult.

In Upper KS2 (Y5/6) - Pupils should be taught to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird and 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. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Pupils should be taught to 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.

RSE Curriculum Map

Year Group	Relationships- Aut	Health- Spring	Sex Education-Summer	Old Curriculum
Reception	Myself and Others	Hygiene		
	Family Networks			
	Different Families			
Year 1	Myself and Others	Choices		
	My Family			
	Friendships			
Year 2	Differences and Stereotypes	Lifecycles (Differences: Male/Female)	Naming Body Parts	L1: Differences: Boys and Girls
	Feelings			L2: Differences: Males and Females L3: Naming Body Parts
Year 3	Appropriate Physical Contact		Differences: Males and Females / Body Parts	L1: Challenging Gender Stereotypes
	Family and Support			L2: Differences: Males and Females / Body Parts L3: Family Differences
Year 4	Feelings	Growing and Changing - Life Cycles	Physical Changes - Puberty	L1: Growing and Changing - Life Cycles
	Healthy Relationships and Respect			L2: Body Changes and Reproduction
	Assertiveness			L3: Physical Changes - Puberty
Year 5	Gender Stereotypes	Healthy Eating	Emotional Physical Changes – Puberty / Hygiene The Reproductive System Help and Support	L1: Emotional Physical Changes – Puberty
	Building Good Relations			L2: Puberty and Hygiene
				L3: Menstruation and Wet Dreams
Year 6	Relationships and Friendships		Puberty and Reproduction Relationships and Reproduction Families, Conception and Pregnancy	L1: Puberty and Reproduction
	Responsibilities in Families			L2: Relationships and Reproduction
	Online Relationships			L3: Conception and Pregnancy

LGBTQ+

As a Church of England school, we believe that all pupils should be taught about the society in which they are growing up. Relationships Education is designed to foster respect for others and for difference and educate pupils about healthy relationships. We also believe that children should receive teaching on LGBTQ+ content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist is very important.

The DFE have stated:

“Pupils should be able to understand the world in which they are growing up, which means understanding that some people are LGBTQ+, that this should be respected in British society, and that the law affords them and their relationships recognition and protection.”

Sexual orientation is a protected characteristic, as defined by the Equality Act 2010, and therefore it is illegal to show prejudices against anyone for it.

Throughout our school we show respect for others and celebrate our differences. Our school community is made up of a multi-cultural, diverse and all inclusive community of people and we celebrate our diversity, inclusion and respect for each other. British Values also supports this view.

Here is a link to guidance from the Church of England relating to LGBTQ+
https://drive.google.com/file/d/1dDS5s3_zKH4PmnbYjDXJXEqGjRenNFYZ/view?usp=sharing

Withdrawal

Parents have a right to withdraw their children from all or any part of the Sex Education aspect of RSE if they wish to do so, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for science or the relationships aspect of the RSE curriculum.

Parents do not have to give reasons for withdrawing their child but must inform Miss Newman in writing. Requests for withdrawal should be put in writing, making it clear which aspects of the programme they do not wish their child to participate in.

The Headteacher will be discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.