



Hunters Hall
Primary School

SRE Parents meeting

19TH APRIL 2023

Why do we need Relationships and Sex Education?



Hunters Hall
Primary School



Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline...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'

Secretary of State for Education Draft guidance 2019

The current guidance was introduced in 2020



The aims of SRE

- Develop confidence in talking, listening and thinking about feelings and relationships, and provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Teach pupils the correct vocabulary to describe themselves and their bodies, and how their bodies work.
- Develop skills to make and maintain positive relationships.
- Develop positive attitudes and values, showing respect for differences in opinion and empathy towards others.
- Understand how to protect themselves and know where to go for help and support.
- Gain accurate knowledge and understanding about sexuality and relationships

What we are required to teach?



Relationships Education (Primary)	Health Education (Primary)
<ul style="list-style-type: none">● Families and people who care for me● Caring friendships● Respectful relationships● Online relationships● Being safe	<ul style="list-style-type: none">● 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

SRE in the classroom



Hunters Hall
Primary School

Sex Education is not statutory in Primary Schools, and parents have the right to request their child be withdrawn from the sessions.

BUT “the Department continues to recommend...that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils”

AND schools MUST teach the Science curriculum which includes some ‘sex education’ (body parts/living and growing) – children cannot be withdrawn from this.

All lessons will be age appropriate, and will be taught in the classroom, by your child’s normal class teacher. Children will be given the opportunity to ask questions

KS1 and KS2 science curriculum



Hunters Hall
Primary School

Year 1 • 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 2 • notice that animals, including humans, have offspring which grow into adults

(Non-statutory note: Pupils should 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)

Years 3 and 4 • Nothing in Science curriculum related to puberty or reproduction

Year 5 • 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

(Non-statutory note: 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.

(Non-statutory note: Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows)

Year 6 • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

1 Decision SRE progress



Suggested topic delivery overview - Year by Year Breakdown

Suggested for years 1 5-8 Resources	Suggested for years 2 5-8 Resources	Suggested for years 3 5-8 Resources	Suggested for year 4 8-11 Resources	Suggested for year 5 8-11 Resources	Suggested for year 6 8-11 Resources
KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE
Assessment - Baseline Road Safety	Tying Shoelaces	Staying Safe Leaning Out of Windows Assessment - Summative	Assessment - Baseline Cycle Safety	Peer Pressure Adults' & Children's Views	Water Safety Assessment - Summative
KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY
Assessment - Baseline Washing Hands	Healthy Eating Brushing Teeth	Medicine Assessment - Summative	Assessment - Baseline Healthy Living	Smoking Adults' & Children's Views	Alcohol Assessment - Summative
RELATIONSHIPS	RELATIONSHIPS	RELATIONSHIPS	GROWING AND CHANGING	GROWING AND CHANGING	GROWING AND CHANGING
Assessment - Baseline Friendship	Bullying Body Language	Touch Assessment - Summative	Assessment - Baseline Appropriate Touch (Relationships)	Puberty Adults' & Children's Views	Conception Assessment - Summative

We use 1 Decision to assist in delivering SRE.

Year 3 lesson example



Hunters Hall
Primary School



Relationships

Touch



Touch

Learning Outcomes

By the end of the lesson, you should:



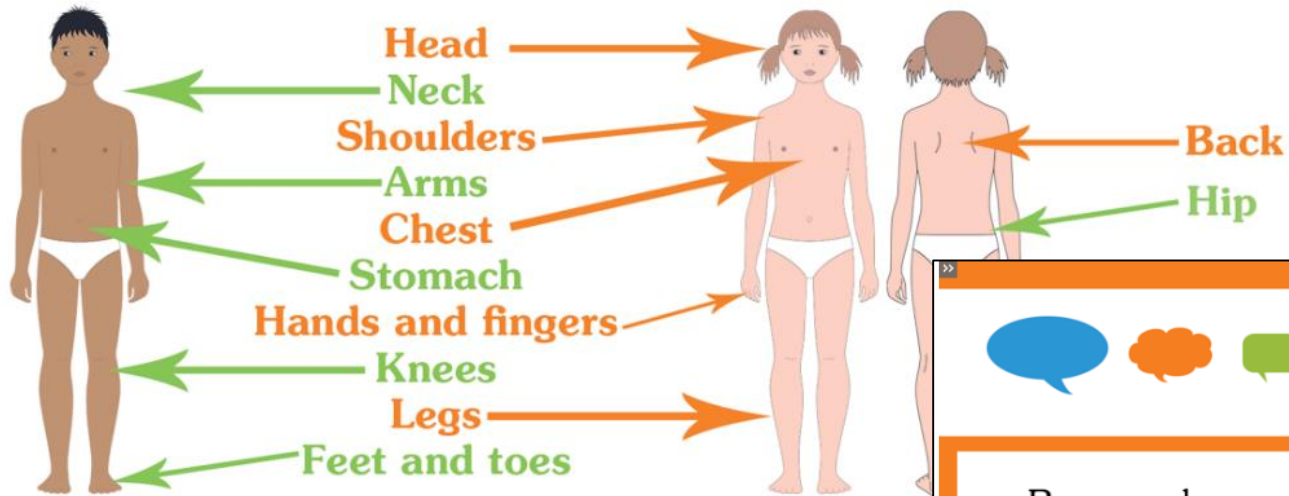
- Understand the difference between appropriate and inappropriate touch
- Know why it is important to care about other people's feelings
- Understand personal boundaries
- Know who and how to ask for help
- Be able to name human body parts

Year 3 lesson example



Hunters Hall
Primary School

Discussion time



Discussion time

Boys are born with a penis and testicles, and girls are born with a vulva (external) and vagina (internal).

These are called our private parts.

The parts of the body covered by underwear are private.
All humans have private parts and it is important that we respect each other's privacy.

Note to teacher: you may want to research these terms further with your students.



Year 3 lesson example



Hunters Hall
Primary School



Activity time



Hugging



Not nice

OK sometimes

Nice



Is hugging always appropriate?



Activity time



Complete the activity

Appropriate Touching



Appropriate Touching

Decide how you feel about each of the actions below and colour the traffic lights. Green = Nice, Orange = OK sometimes, Red = Not nice.

Biting	Hugging
Punching	Punching
Kissing	Poking
Pulling hair	Biting

Year 3/4/5/6/7/8/9/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/100

Year 3 lesson example



Hunters Hall
Primary School

 **Watch the video clip!** 

**Let's watch the
Touch video.**

Before we make our decision, we will return to this lesson guide to discuss what is happening.

Note to teacher: minimize this lesson guide and play the video from the module screen.



 **Discussion time** 

We all have the right to feel safe and happy.

**As a class, small group, or in pairs,
discuss the following:**

If you feel uncomfortable in a relationship,
what could you do?

Who could you talk to?

Deedee's ideas →



Year 4 video: Appropriate touch



Hunters Hall
Primary School



Appropriate Touch

Year 5 video: Puberty



Hunters Hall
Primary School



What is puberty?

Year 6 video: Conception



Hunters Hall
Primary School



What is conception?

Any questions?



Hunters Hall
Primary School

Remember

- We are educating children and young people to live in the real world, with all its contradictions.
- When it comes to sex, children's heads are probably not empty –but they may be full of myths and half-truths.
- We mustn't let our adult knowledge of relationships and sex prevent us seeing things from a child's perspective.
- Our focus should be on building healthy attitudes and positive relationships, not just fighting off perceived threats.

We believe we need to teach Relationships and Health Education which goes further than the Science curriculum