



Brierley C.E. (VC) Primary School

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Dear Parents and Carers,

The Department for Education has instructed schools to teach Relationships and Health Education as a statutory requirement in all year groups from April 2021. An amendment to the Children and Social Work Act, section 34, 2017 made Relationships and Health Education at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects.

The DfE guidance on Relationships Education can be seen by copying this link

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs#:~:text=The%20Department%20for%20Education%20is,schools%20to%20teach%20Health%20Education.>

Therefore from Spring Term 2021, we will begin Relationships Education. For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the '*changing adolescent body*'. In teaching Relationships Education, we must have regard to DfE guidance section 403 of the Education Act 1996.

As part of our Personal, Social and Health Education (PSHE) curriculum we currently deliver a series of lessons, covering a range of topics through our Jigsaw scheme of work. These range from understanding rights and responsibilities, celebrating differences, aspirations, Within our scheme of work, we will also deliver Relationships and Health Education.

We feel that this scheme of work has been carefully designed taking into consideration age appropriate materials which is well matched to mirror the needs of our community here at Brierley.

The Jigsaw resource encourages children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends.

In Reception we focus on daily routines, keeping clean and families.

From Year 1 children will learn the names of the body parts, the differences between males and females and the ways in which they will develop and grow. Importantly, they will also learn to recognise unsafe and risky situations and to ask for help. The curriculum continues to develop their knowledge and skills as they learn about the physical and emotional changes of puberty and about reproduction.

Children will learn at age appropriate levels, through the Healthy Me aspect of our PSHE/RSE curriculum, about drugs, alcohol and smoking cigarettes. They will also learn about eating disorders anorexia and bulimia.

As with all learning at Brierley, sessions will be conducted in a safe, trusting and secure environment with age specific materials in line with our Relationships and Health Education Policy. Please see below for the overview for each year group.

This grid below shows specific Relationships content for each year group with a list of key vocabulary taught:

| Age | |
|-------|---|
| 4-5 | Family life; making friends; falling out and making up; being a good friend; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene. |
| 5-6 | Celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies respecting my body and understand which parts are private. (Learning and using correct terminology: penis, vagina, vulva, testicles, anus, breasts, nipples, bottom) |
| 6-7 | Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); 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; assertiveness; appreciate that some parts of my body are private. (Learning and using correct terminology: vagina, vulva, testicles, penis, anus, breasts, nipples, bottom) |
| 7-8 | Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centered); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; 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 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 at puberty; inside body changes at puberty; family stereotypes. (Learning and using correct terminology: uterus, womb, egg/ovum, puberty, vagina, vulva, penis, testicles, anus, breasts, nipples, bottom, pubic hair) |
| 8-9 | Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; 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 (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change. (Learning and using correct terminology: boyfriend, girlfriend, attraction, pressure, personal, comfortable, sperm, egg/ovum, penis, testicles, vagina, vulva, ovaries, making love, sexual intercourse, fertilise, conception) |
| 9-10 | Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; 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; 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. (Learning and using correct terminology: grooming, puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovary/ovaries, vagina, vulva, oestrogen, womb, uterus, sperm, penis, testicles, testes, menstrual flow, egg, semen, ejaculation, wet dream, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, contraception, fertility treatment (IVF)) |
| 10-11 | 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; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; 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. In Year 6 the subject of being transgender will be covered. Also in Year 6, specific subjects will be covered which include synthetic highs, psychoactive substances, reference to the Talk to Frank website, weapons, gangs, mental health and illness. (Learning and using correct terminology: puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovary/ovaries, vagina, vulva, oestrogen, womb, uterus, sperm, penis, testicles, testes, menstrual flow, egg, semen, ejaculation, wet dream, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, contraception, fertility treatment (IVF), pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, attraction) |

The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

This grid below shows specific Health Education content for each year group

Age

| | |
|-------|---|
| 4-5 | Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations. |
| 5-6 | Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change. |
| 6-7 | Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old. |
| 7-8 | Self-identity and worth; positivity in challenges; responsible choices; 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; respect for myself and others healthy and safe choices; body changes at puberty. |
| 8-9 | What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty. |
| 9-10 | Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; 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 and safe choices; motivation and behaviour; changes in the body at puberty. |
| 10-11 | Choices, consequences and rewards; group dynamics; democracy, having a voice; 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; impact of media; discernment; puberty; reflections about change; respect and consent. |

Relationships Education that is taught within the Science curriculum, which parents are not able to opt out of.

However, parents do have the right to opt out of additional Sex Education which does not form part of the Relationships Curriculum.

We are really passionate about all pupils having the opportunity to explore these important topics safely. If you require any further information, would like to see the materials or have any concerns please do not hesitate to contact your child's class teacher.

During the autumn term, we have time to address any concerns and we would very much like parent input so we can be sure deliver a curriculum on relationships and health that is suitable for everyone here at Brierley.

Thank you for continued support.

Yours sincerely

S Benson

Mrs Sam Benson
Head Teacher

OPT-OUT SLIP FOR Sex Education Lessons

I DO NOT want my child to participate in any Sex Education Lessons that do not form part of the Relationships and Health Education Curriculum

Name of child:..... Year:.....

Signed:.....

Date:.....

Please only return this slip if you do not want your child to participate in any additional Sex Education lessons. Please hand it in to the school office or to your child's class teacher by Friday 11th September 2020, at the very latest.

