

Relationships and Sex Education

YR – Y6

A Guide for Parents and Carers

Why do we teach Relationships and Sex Education in schools?

The Department for Education has made changes to relationships and sex education which came into effect from September 2020 and all schools are required to comply with the updated requirements.

The statutory guidance can be found at:

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/86281/Relationships_and_sex_education_(RSE)_and_health_education_-_GOV.UK_(www.gov.uk).pdf)

Schools can make decisions about how to teach the new curriculum but must teach in a way that is:

- appropriate for children's ages and development stage.
- sensitive to the needs and religious backgrounds of the children in the school.

We have reviewed our RSE curriculum and policy so we can be sure our RSE provision is appropriate for our pupils based on their:

- Age
- Physical and emotional maturity
- Religious and cultural backgrounds
- Special educational needs and disabilities.

Park Lane Primary and Nursery School use the 1Decision scheme and other age-appropriate planning and resources to deliver RSE. Our RSE policy is on the school website.

What are the aims of Relationships and Sex Education?

There are four main aims for teaching RSE within the context of Primary School PSHE (Personal, Social, Health Education):

- To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion
- To help young people develop positive and healthy relationships appropriate to their age, development etc. (respect for self and others)
- To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them
- To empower them to be safe and safeguarded

What are the expectations for primary schools?

Relationships Education will put in place the building blocks needed for pupils to build positive and safe relationships:

- With family.
- With friends.
- Online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, as a school we will cover how to treat each other with kindness, consideration and respect.

Teaching at school will complement (not replace) and reinforce the lessons families teach their children as they grow up.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe.

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body including public and private. We use the NSPCC Pants Rule

<https://www.youtube.com/watch?v=LnroTxz7USI>



How does RSE keep children safe?

High quality RSE helps create safe school communities in which students can grow, learn, and develop positive, healthy behaviour for life. RSE plays a vital part in schools fulfilling their statutory duties to protect and safeguard their students. Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risks in relationships. Schools maintain a statutory obligation under the Children Act (2004) to promote their students' wellbeing and under the Education Act (2002) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.

A comprehensive RSE programme can have a positive impact on students' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.

Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern.

Our comprehensive RSE programme supports in addressing these issues. All of these subjects should be and are set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school.

For example, the curriculum on relationships and sex complements, and is supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding.

At the heart of Relationships Education, Relationships and Sex Education and Health Education, there is a focus on keeping children safe and the role that schools can play in preventative education

At primary age, it helps children:

- Identify what areas of the body are private, how their bodies will change, how to say no and who they can talk to if they are worried.
- Later, it explores what a healthy relationship looks like, giving them the language to communicate and report when someone is making them feel uncomfortable or making them do things they don't want to do.
- It promotes an awareness of where to turn for help, identifying trusted adults in their lives.
- RSE also provides an opportunity to integrate an awareness of resilience-building as part of effective Personal, Social, Health and Economic education (PSHE).

Talking to your child about relationships and sex:

- Talking to children about relationships and sex has to start in the child's home first and then further supported in education.
- Try to make discussions of sex and relationships part of everyday conversations, as part of normal life and not just a one-off talk.
- Talk as naturally as possible to your child as this will encourage him or her to be more relaxed and open with you.
- Answer any questions your child asks as clearly as you can so that he or she doesn't become confused.
- Listen carefully to what your child has to say and try to deal with any fears, concerns or misunderstandings as they arise.
- Be truthful if you don't know the answer to a question- try to find out the answer and then raise the topic again another day.
- Don't avoid a topic if you feel uncomfortable or embarrassed about raising it. Consider introducing the subject via discussion of a TV programme or magazine article or what your child is learning in class.
- Make sure any discussions are age and stage appropriate to the age of your child.

Talking with children aged 3-4

- At this age children are aware and curious about the differences between the sexes. Often they just need the name of something and are happy with short, simple, truthful answers.
- Reading them stories can be a good way of talking about different feelings and relationships.
- Children may touch their genitals at this age. It's very normal, they're exploring their body. This is a good time to teach them what's acceptable to do in public and private.

Questions 3–4 year olds might ask.

Where do babies come from?

You could say A woman and a man (or mummy and daddy) have a special cuddle and then the baby grows inside the woman's tummy safe and warm, until the baby is born.

How do babies get in?

You could say A man and a woman (or mummy and daddy) have a *special cuddle* and the man's seed reaches a tiny egg in the mummy's tummy.

Can men have babies?

You could say Babies only grow in a special place inside mummies' tummies. Men can't grow babies but they have the seed that starts babies growing.

Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Talking with children aged 5-8

At this age children start to learn what their bodies can and can't do and they like to find out how things work and how they are made. They are curious about their own and other people's bodies and pregnancy and childbirth.

They may ask about puberty changes and periods.

They continue to play games like 'doctors and nurses' and explore their own and each other's bodies, including the genitals. This is all normal.

What 5–8 year olds need to know about

Growing up and body changes so they're prepared before it happens to them.

The proper names for the genitals.

Questions 5-8 year olds might ask

My friend told me that a baby is made when a daddy puts his willy in mummy's belly button. Is that right?

You could say That's not quite right. Babies are made when a mummy and daddy love each other. When they are feeling happy, they might have a special cuddle. The daddy puts his penis into the mummy's vagina.

What does gay mean? (What's a same-sex marriage?)

You could say This is when a man loves men in the same way that men and women love each other. Women who love women are called lesbians.

Why is my willy sticking out?

You could say Blood goes round your body all the time, but sometimes more blood goes into your penis (or willy) than usual and it makes it stick out like that. It's something that happens to all boys and men, even when they are babies.

Behaviours: age 5 to 9

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Talking with children aged 9-13

Most children begin to show signs of puberty at this age. They become conscious of the differences between their bodies and those of their friends.

They may become anxious about what is normal. At this age, they're likely to want more information about the changes their body will be going through.

What 9–13 year olds need to know about:

- Puberty changes and body parts.
- Sex and reproduction.
- Sexual orientation.
- Contraception and sexually transmitted infections.
- Pregnancy choices, including abortion.
- Periods, wet dreams, masturbation.
- Love and relationships

Behaviours: age 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

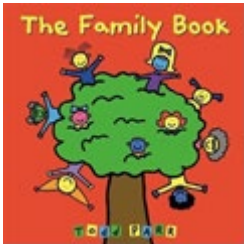
What can you do?

Red behaviours indicate a need for immediate intervention and action.

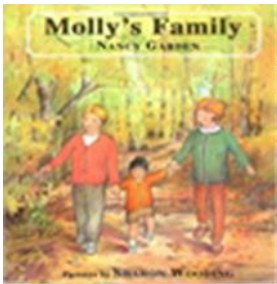
Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)

Some useful books that may help answer your children's questions:



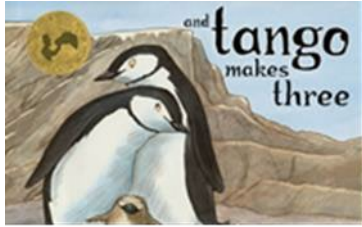
This book celebrates all kind so families and shows how eachis special in its own way.



A story about a Molly, who has two mummies. Celebrates thediversity within families.



A charming book which shows that families are diverse and come in all shapes and sizes.



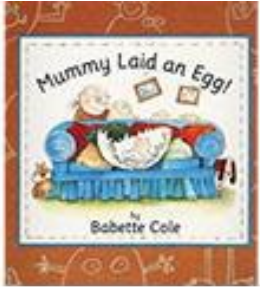
Based on a true story of male two penguins that are observed trying to hatch a rock. The zookeeper gives them an abandoned egg and they hatch and rear Tango



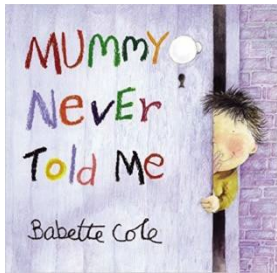
Book about a prince whose mother is seeking a princess for him to marry. The prince meets many suitors but falls in love with a princesses' brother and they become king and king.



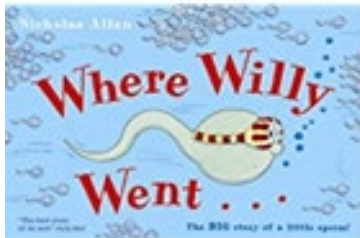
A book which explores gender diversity. Dyson loves the colour pink and sparkly things. Sometimes he wears dresses and sometimes he wears jeans. He likes to wear his princess tiara, even when climbing trees. This is a story about love and acceptance. It is also a call for tolerance and an end to bullying and judgements



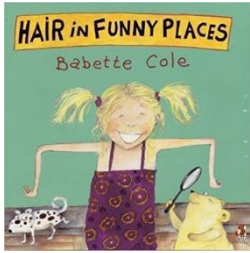
A child's learning resource around the basic biology of sex and reproduction. Useful resource for parents/teachers with young children. They describe most of the myths that are commonly heard, and then the children tell them the real story. Amusing approach and illustrations, especially about intercourse!
NB: use with caution with those children who are autistic



A Willy exploration of taboos this book looks at some of life's mysteries from a child's point of view.



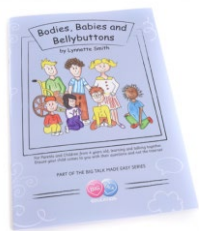
Funny, warm, endearing and non-threatening - this publication presents the facts of life to young children in a humorous but totally accessible way.



This is a light-hearted explanation of what happened to Mum and Dad when they reached puberty. Told in informal language and with amusing illustrations.



A sensitive portrayal of a young girl who identifies as a boy



This book is a gentle introduction for children about their bodies and where they came from. A must have for all parents to help answer your children's questions in a simple way.