

# Sex and Relationships Education: Parents Meeting Thursday 14<sup>th</sup> September



What are your *red hat* feelings  
about the teaching of SRE?

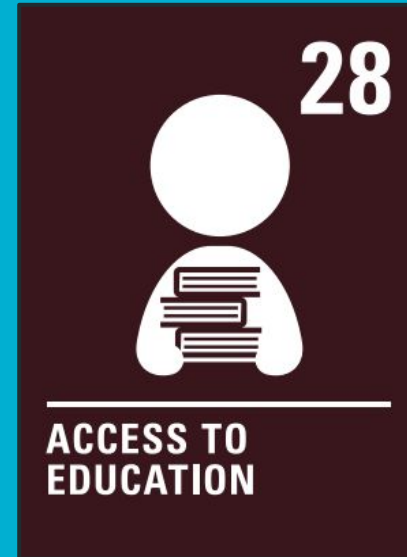
<https://www.youtube.com/watch?v=ydrtF45-y-g>

# Why do we teach SRE?

## What is the aim?



*SRE relates to many of the Articles. Here are some of them:*





## Aims:

- To give YP the information they need to help them **develop healthy, nurturing relationships** of all kinds, *not just intimate relationships*
- 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 also *cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)*. It should teach what is **acceptable and unacceptable behaviour in relationships**.
- help pupils **understand the positive effects that good relationships have on their mental wellbeing**
- **identify when relationships are not right**
- **understand how such situations can be managed.**

**Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others.**

It enables young people to:

- **Mature**
- **build their confidence and self-esteem**
- **understand the reasons for delaying sexual activity.**

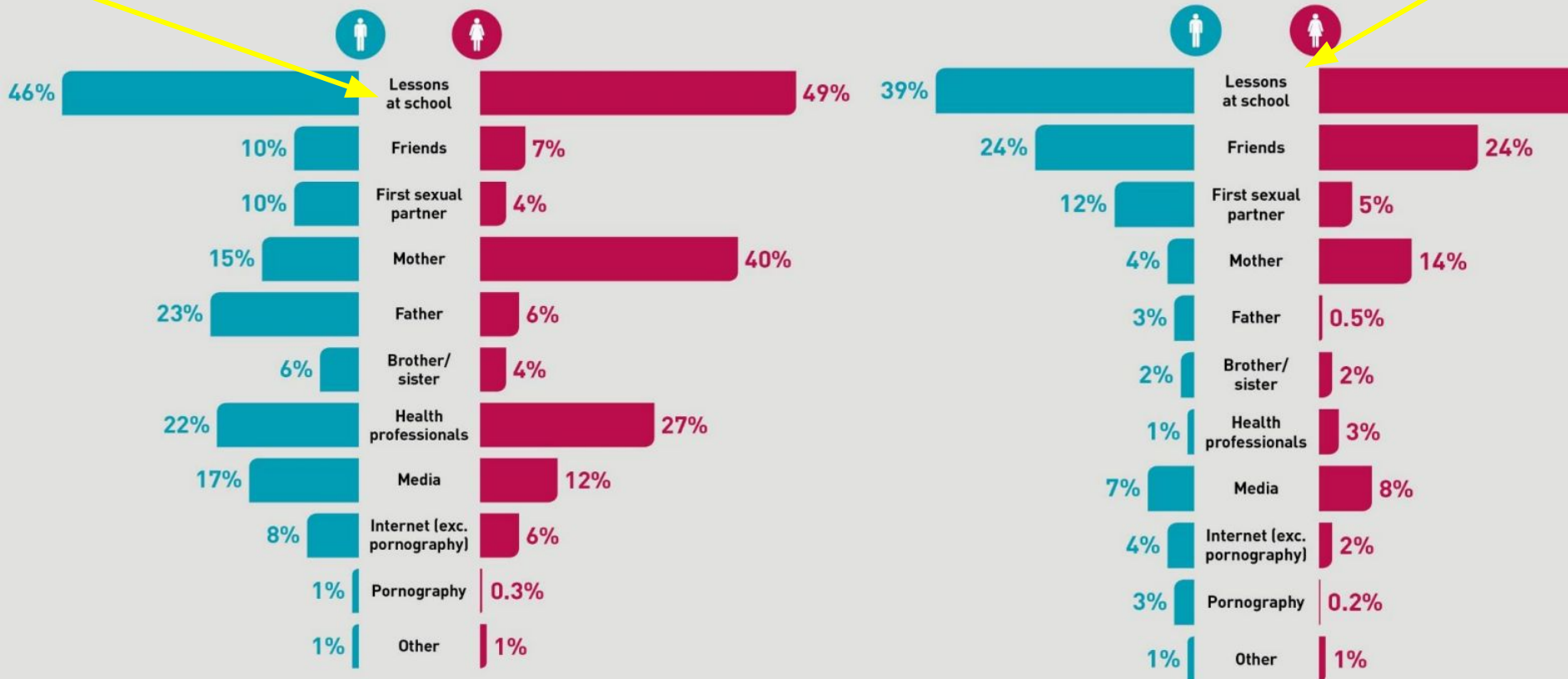
Effective RSE (which extends into secondary) also supports people, throughout life, to **develop safe, fulfilling and healthy sexual relationships**, at the appropriate time.

It is taught in a **non-judgemental, factual way** and **allows scope for young people to ask questions in a safe environment.**

# Let's listen to our children... what are they asking for?

Young people said they would have liked to get more information from the following *sources* to support them in being ready for their first experiences and understanding all things SRE.

Main source of information about sex when growing up (people aged 16 - 24)



# Questions children are asking

Why do grown ups have hair on their body?

Why do people get married?

What are girls' bits called?

Why do boys have willies?

Questions about:

- different types of relationships
- their own body and others'
- puberty
- conception and pregnancy
- love, attraction and sex

Where do babies come from?

Why do girls have boobies?

Why do people fancy people?

Why do ladies wear dresses?

How come some people are gay?

What are periods?

What is sex?

Why do mummies and daddies sleep in the same bed?

# Examples of *questions* we pose as teaching points in different year groups across the school.

## Year 1

- **What different ways can you be touched?** How do they feel? (e.g. hugs, tickling, kisses and punches)
- **What could you do if being touched makes you feel uncomfortable or unsafe.**
- **What does it mean to keep something private?** (Inc. body parts)
- **Surprise vs secrets.** When and why is it important to ask for **permission** to touch others? How do we ask for permission to touch others?

## Year 2

- How do our bodies **change and grow?**
- (Human life cycle, how our needs and bodies change as we grow up.)
- How are **girls and boys bodies** different and what do we call them? (including external genitalia. E.g. **vagina, penis, testicles**)

## Year 3

- What **different types of families** can there be? (single parents, same-sex parents, step-parents, blended families, foster and adoptive parents)
- What **might make someone in your family upset?** Who would you tell if **family relationships** are making you feel unsafe?

## Year 4

- Why are **personal hygiene routines during puberty** so important? Include **washing regularly and using deodorant.**
- How and with whom should we **discuss the challenges of puberty?** Address **appropriate forums** (not the playground) and **trusted adults.**
- How and where can I get information, help and **advice about puberty?** (



CONSENT



## Year 5 SRE lesson teaching points:

### Lesson 1:

→ What are the *main stages of the human life cycle* and **how do our bodies change as we grow up?** (HE)

### Lesson 2

→ What are some of the **changes that happen to our bodies during puberty?** What are the **male and female body parts and how do they differ?** (HE)

### Lesson 3

→ How does **puberty affect the reproductive organs?** Which **physical and emotional changes occur during puberty?** Which changes happen to our bodies that **allow us to reproduce?** (HE)

→ Include **menstrual wellbeing**, strategies to manage the changes during puberty including menstruation and hygiene. (HE)

→ Key facts to include: the **menstrual cycle, erections and wet dreams.** (HE)

→ What is your **identity?** About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes. Does our biological genitalia determine which gender we identify as? (E) → How can we recognise, respect and express our individuality and personal qualities? Discuss ways to boost mood and improve emotional wellbeing. Discuss the link between participating in interests, hobbies and community groups and mental wellbeing. (E)

## Year 6 SRE lesson teaching points:

### Lesson 1

How and why do our **bodies change during puberty** and prepare for reproduction? Things that affect feelings both positively and negatively. Strategies to identify and talk about their feelings. About some of the different ways people express feelings e.g. words, actions, body language. Recognise how feelings can change overtime and become more or less powerful

### Lesson 2

What emotional and physical behaviours occur to our relationships? (RE) Discuss different types of adult relationships and what forms of touching are appropriate in relationships?(RE)

→ **What does it mean to be attracted to someone? Understand that people who love each other can be of any gender, ethnicity or faith. (RE)**

→ **What are the qualities of a healthy relationship? Discuss everyone's right to be loved, the difference between gender identity and sexual orientation. (RE)**

→ **How do couples show their love and commitment to one another? Address marriages are a formal and legal commitment of 2 people, forced marriages and how to get help.**

### Lesson 3

**What does it mean to have an intimate relationship between consenting adults? How does pregnancy occur?**

→ **How can we prevent pregnancy? (SRE)**

### Lesson 4

→ **What are positive and negative ways of communicating in a relationship? (RE)**

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An example  
of an email  
you will  
receive if  
children are  
being taught  
SRE.

## Year 5: Relationship, Sex and Health Education Curriculum

Dear Families,

After half-term, Year 5 will be participating in lessons on puberty as part of the school's Science and Personal, Social and Health Education (PSHE) programme. This will be completed through three RSHE lessons as part of the school's Science Curriculum and Relationships, Sex and Health Education (RSHE) Curriculum.

RSHE is taught throughout primary school so that children learn about their bodies, can recognise if other people make them feel uncomfortable or unsafe and can report abuse and get help. Many children start puberty before they leave primary school and so it is important that all pupils know what to expect before it happens in order to minimise potential anxiety and upset. We encourage parents to read our RSHE policy which can be found on the school website: [Hillcross Primary School RSHE Policy](#)

The Year 5 lessons will include statutory aspects of relationships and health education and aspects of sex education (SRE) recommended by the National Curriculum and the Local Authority. They are carefully designed to be appropriate for each age group and to address the needs of all children in the class. The areas covered are:

### Lesson 1- Emotional and Physical change during Puberty

During this lesson we will be exploring that puberty occurs sometime between the ages of 8 and 16 and that at this time, male and female hormones become very active and are responsible for growth and development. We will teach that puberty changes are a normal part of growing up and that each person will start puberty at a slightly different time developing in their own way; as we do through all lessons at Hillcross, there will be an emphasis on respecting these differences. It is important that we teach the children that some changes happen only to males, some only to females; some happen to both, and additionally, that the whole process of change can take a few years. To support us in this learning we will label key parts of male and female anatomy (womb/uterus, ovaries, vagina and penis, testicles, scrotum) explaining what happens to them in puberty (i.e. that the female starts to produce eggs in the ovaries and the male starts to produce sperm in the testicles).



## Lesson 2- Male and Female Changes

As part of this lesson, the children will be taught to understand how puberty affects the reproductive organs and we will explore how to manage these physical and emotional changes. This will include how the menstrual cycle impacts on a woman's feelings and explain that just before, and during a period, women can feel physical pain and discomfort and can also feel tense or moody. This will be followed by discussing some of the key changes that happen to boys during puberty, such as sperm production, testicles 'dropping', erections and wet dreams. This is all done in an age appropriate manner; we are always very impressed with how maturely children partake in these sessions. They cope well with the new learning and ask very sensible and interesting questions. It also builds respect for the opposite gender, as the children then appreciate the challenges and changes they all encounter.

## Lesson 3-Puberty and Hygiene including menstruation and wet dreams

Finally, we will explore the impact of puberty on the body and the importance of physical hygiene. This will include providing children with information on where to get support during puberty. Lastly, we will share common dilemmas and anxieties through a 'problem page' activity where children are provided with the opportunity to give advice to others.

Whilst we appreciate some parents prefer to use other names such as 'willy' or 'fairy' to name the penis and vagina, we strongly advise against this. It not only causes confusion amongst the children (as they won't know what someone is talking about if the name they use is different), implies these body parts are inappropriate or shouldn't be spoken about, but can also potentially result in a safeguarding disclosure being missed. If a child said my aunty or Danny keeps touching my 'cookie'- we could think that this person was touching the child's biscuit, but actually the term 'cookie' is what the family use to label the vagina, so this could result in abuse continuing instead of being stopped immediately.

The terms vagina and penis should be no different to elbow, leg or tongue as they are merely names for body parts. Children across the school now use these terms correctly and without embarrassment (most of the time), as they are part of their vocabulary and have been used for many years. Please remember to have the open-minded approach of 'it could happen' as this will ensure that we are able to safeguard our children most effectively.

We cannot over emphasise the importance of such RSHE lessons, as they focus heavily on safeguarding children from potential harm and also prepare them for the changes that they will experience, both physically and emotionally in years to come. This learning relates directly to The United Nations Convention on the Rights of the Child, particularly Articles 19 (Protection from Violence) and Article 38 (Protection from Sexual Abuse). These lessons, and their rights, are taught in an age-appropriate manner and with the children at the centre of all learning.

If you have any queries you would like to discuss with the class teacher, please email [info@hillcross.merton.sch.uk](mailto:info@hillcross.merton.sch.uk) with any questions you may have.



# Right to withdraw...

Dear XXX,

Thank you for informing us that you wish to withdraw XXX from the planned upcoming Year X SRE lessons taking place this term. We acknowledge your parental choice to withdraw XXX from specific Sex Education lessons and, as per our RSHE policy, we request that you complete the form attached and return it to [info@hillcross.merton.sch.uk](mailto:info@hillcross.merton.sch.uk) so that we have a record of your request. Please refer to the email sent out by school staff detailing the lessons planned and specify which elements you would like your child to be withdrawn from. Even if you have completed a form previously, we need to update our records each time a request to withdraw is made as the content of lessons differs from term to term and year to year.

In the interests of clarity, there is no right for a parent to withdraw their child from Relationships Education at primary or secondary as the government (and Hillcross) believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important concepts for all children to be taught.

If you have any further questions or queries please do get in touch and we can arrange a phone call or meeting to discuss these with you.

Best Wishes

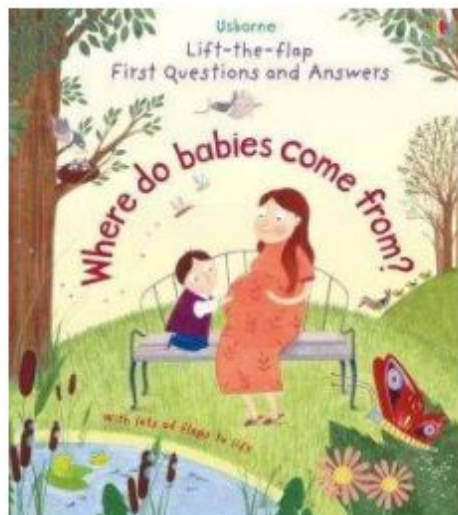
**Tanja Doig -Assistant Headteacher**

*Hillcross Primary School*

*Ashridge Way, Morden, SM4 4EE, Surrey,*

*Telephone: 0208 542 6936*

# Resources to support parents to provide RSE



Book lists – [e.g from Literacy Trust](#)

## NSPCC

Search sex and relationships

BBC Teach – [The Big Talk](#)



[#EducatingEve](#) – from The Eve Appeal

**KEY QUESTIONS & INFORMATION AT DIFFERENT STAGES**


**10-TEENS**


**WHAT'S HPV?**

HPV (HUMAN PAPILLOMA VIRUS) IS THE NAME GIVEN TO A COMMON GROUP OF VIRUSES THAT MOST PEOPLE WILL GET AT SOME POINT IN THEIR LIVES. HPV IS PASSED ON THROUGH SKIN TO SKIN SEXUAL CONTACT (NOT JUST PENETRATIVE SEX) BUT OUR IMMUNE SYSTEMS ARE NORMALLY ABLE TO GET RID OF IT. SOMETIMES, CERTAIN 'HIGHER RISK' STRAINS OF HPV CAUSE THINGS LIKE GENITAL WARTS AND DISEASES SUCH AS CERVICAL CANCER. THE HPV VACCINE CURRENTLY PROTECTS AGAINST FOUR DIFFERENT TYPES OF HPV AND IS OFFERED TO BOYS AND GIRLS AGE 12-13.

**HOW DOES CERVICAL SCREENING WORK?**


CERVICAL SCREENING LOOKS AT THE HEALTH OF YOUR CERVIX (THE CERVIX IS BETWEEN YOUR Vagina AND VAGINA), AND TESTS FOR ANY ABNORMAL CELLS THAT COULD POTENTIALLY TURN INTO CANCER IF LEFT UNTREATED AND HIGH RISK HPV, THAT COULD LEAD TO THESE CELL CHANGES.

 CERVIX

 HEALTHY CERVIX ABNORMAL CELLS ON CERVIX

**WHAT ARE THE MAIN GYNAECOLOGICAL CANCER SYMPTOMS TO LOOK OUT FOR?**

THERE ARE 5 DIFFERENT GYNAC CANCERS AND EACH HAVE THEIR OWN SET OF SYMPTOMS, BUT THERE ARE A FEW KEY SIGNS TO LOOK OUT FOR IN TERMS OF GYNAC HEALTH, ABNORMAL VAGINAL BLEEDING (BLEEDING IN BETWEEN PERIODS, AFTER SEX OR AFTER MENOPAUSE), BLOODY OR SMELLY DISCHARGE, PELVIC/ABDOMINAL PAIN, A CHANGE IN TOILET HABITS, DIFFICULTY EATING OR FEELING FULL QUICKLY.



THE EVE APPEAL

See also [Outspoken Sex Ed](#)

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OCT 2023, TUE



6:15 – 7:45pm

SRE Workshop - Y4, Y5 Y6



6:15 – 7:45pm

SRE Workshop - Y4, Y5 Y6

7

NOV 2023, TUE



6:15 – 7:45pm

SRE Workshop EYFS, Y1, Y2 & Y3

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*Any questions?*

# Where does SRE fit into the National Curriculum?

- ◎ Pupils should be taught to:
  - > describe the differences in the life cycles of a mammal.
  - > describe the life process of reproduction in animals.
  - > describe the changes as humans develop to old age. They should learn about the changes experienced in puberty.
  - > recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.



# Where does SRE fit into the National Curriculum?

- ◎ Schools should have clear parameters on what children will be taught in the transition year before moving to secondary school.
  - > This should include:
  - > changes in the body related to puberty, such as periods and voice breaking;
  - > when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these;
  - > how a baby is conceived and born; and
  - > Relationships.