



Relationships and Sex Education Parental Consultation response

Thank you for taking the time to access our Relationships and Sex Education Parental consultation documents via our website and online questionnaire. The feedback we received was extremely positive and has enabled us to adapt our policy and curriculum taking your comments into consideration.

What did you feel was the most important subject that should be taught within Relationships and Sex Education?

- Relationships and Sex Education is important in the juniors so that children understand what a healthy relationship is for when they begin forming more 'adult' relationships at high school.
- That physical touch should always be consented.
- Children should have respect for one another.
- Relationships and friendships are important at all ages as it helps give children social skills and to understand boundaries that should not be crossed.
- Sex education should be avoided until year 6/7 to allow children to be children.
- Children should learn how to keep safe.
- Body awareness and body changes. What is normal?
- Peer pressure
- Appropriate behaviour
- Acceptance for all
- Love
- All areas should be taught. It is important the children have a full understanding especially with how much can be accessed online.
- Staying safe online
- Health and cleanliness and the key aspects of puberty and changes to the body.

What did you feel should not be taught within Relationships and Sex Education?

- Physical aspects of sex should be discussed until year 6 but it is important that they are aware of it in some detail before the pressures of high school.
- Sexual violence should not be taught at primary age.
- No Sex Education to infant children.

What information do you still require?

- What aspects of Relationships Education is taught in the older years?

Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues

- How would you introduce sex education and how in depth would you be teaching them?

- A brief overview what is discussed in Sex Education for years 5 and 6.

Sex Education that is taught outside of Science is taught via workshops with fully trained professionals from Coram Life Education:

Year 5

Time for Change Puberty workshop for Year 4 or 5

Explore what the term *puberty* means

Understand everyone is unique and feels a sense of worth

Understand that puberty involves changes that are physical, emotional and psychological

Recognise the names of female and male reproductive organs, and begin to understand their function

Identify ways girls & boys change during puberty including physical changes and possible emotional changes

Understand that emotions are affected by hormonal changes and these can be confusing at first

Understand the term *menstruation* and know that this starts during puberty for girls but that different girls start at different ages

Develop resilience to deal with situations they may face as they reach puberty

Year 6

RSE workshop – Year 6 (some prior knowledge of puberty required)

Introducing the theme of human reproduction

Know correct terminology for reproductive organs

How sexual reproduction occurs between humans

Know when to share information and when to keep it private

Reflect on and reinforce key learning around privacy (in relation to their body)

What support do you require?

- Support needed in discussing with children.
- How to word certain things
- How to discuss with a child with additional needs

If you require any support with the above, please do not hesitate to discuss this with your child's teacher. Please also use the year 5 and 6 parental workshops as support. In addition to this, we also have the following books in school which will also support you in your discussion with your child:

It's not the stork

Amazing you! Getting smart about your private parts

Respect: Consent, boundaries and being in charge of you

Who has what? About girls' and boys' bodies

Where Willy went

How do you make a baby?

What's happening to me? (Boys)

What's happening to me? (Girls)

How did I begin?

Changes suggested

- Discussing signs of early puberty in Year 3, as my child has already shown signs of early puberty (sweating, mood swings and breast beginning to grow)

Should children be showing signs of starting puberty early, we encourage parents to inform us of any concerns so that we can directly support children in school through our pastoral sessions.

- Safety around relationships and what to do if there are ever any concerns around any relationship with others.

Through the PSHE curriculum on Relationships (covered in the Autumn term in all year groups) children consider safe and unsafe relationships both in person and online and explore who they can turn to should they feel they are at risk or in danger.

- Puberty & what to expect both physical & emotional changes.

Puberty is covered both within the Science curriculum and through the Year 5 Coram Life Education Workshop.