**Relationships Education: FAQs**

Here are questions that have been raised by parents about RSE

***Q: Will we get a copy of the slides used in this presentation?***

A: Yes, the slides are available on the school website. Go to Curriculum – Relationships Education <https://www.stjamesacademy.co.uk/correspondence-with-families/relationships-education> Towards the bottom of the page it says: Here is a link to the Powerpoint and slides. Hover over “Powerpoint – RSE Parent Consultation” and you will be able to click on the word “Powerpoint”. By clicking, it will open the Powerpoint used.

***Q: Will you be teaching year 5 and 6 the years they have missed? If so how will this all be fitted in between Easter and July?***

A: We have looked through the programme and have identified the key lessons that we believe children need to know. These focus on respectful relationships, hygiene and puberty. We will not teach the full curriculum in 1 term. We will focus on the key lessons that children need and will deliver this within PSHE lessons (RSE sits within PSHE). We will send information to parents so they know what lessons will be delivered each half term.

***Q: How much of this content have children already received through the current curriculum offering, also is there a plan for catch up due to lockdown etc?***

A: We have already done lots of work around relationships and positive relationships through the recovery curriculum that we used in Autumn term. Lessons on puberty and changing bodies are the lessons that children have missed. Teachers have prioritised key learning that children have missed so that children will be taught about this in the Summer term. Younger children will be revisit the PANTS rule, being safe and who children can talk to. Teachers have prioritised key areas that children have missed.

***Q: Will boys and girls cover the same material and learning? For example, will boys learn about the changes girls go through and vice versa?***

A: Yes. Many children at this age are very self-conscious and some are embarrassed about their bodies. Some children are embarrassed, or feel unable to share their worries/questions in front of others of the opposite sex. We have to be mindful of this, providing an environment where all children feel safe to discuss their feelings and share their questions. We also need to ensure that both boys and girls are aware of and understand the changes that happen to the opposite sex through puberty. Because of this, we will teach about body changes in mixed sex classes and will then split the classes into boys and girls. This provides the balance for a mixed group lesson and then gives opportunities to those who feel embarrassed or shy to ask questions or share any concerns or worries that they have.

***Q: Is all the work you just mentioned for year 2 statutory or can children be removed from any of this?***

A: All aspects and learning in Year 2 are statutory.

***Q: Will the information and vocabulary be differentiated for SEND children or any children with additional needs?***

A: Vocabulary won’t be differentiated as children need to know the right vocabulary. However, lessons will be taught in an age appropriate way. Some children may not be ready to access the lesson and so it will be adapted to ensure that they can understand the key learning points. Teachers will ensure that children are ready, developmentally and cognitively, for that lesson, delivering it in a way that helps the children and allows learning to be built upon.

***Q: In the split year classes, will the children be split into year groups? And how will you manage the crossover where the older ones will discuss what they have learnt with the younger year group in their class?***

A: For some lessons split classes (mixed year group) will have lessons that are aimed at one specific year group. The class will be split into the 2 different year groups and children will be taught separately, to ensure that children are accessing the curriculum at an age appropriate level. We have looked through the RSE programme and have chosen lessons that we feel are more appropriate to certain year groups. For example, the Y4 lesson on puberty will be delivered to Y4 children only as we feel that not all Y3 children are developmentally ready for this lesson.

Re cross over – we will reinforce the ground rules that are made between the children and the class teacher. These ground rules are referred to at the start of each lesson. Teachers will remind children about the ground rules to each RSE lesson and that the lesson is appropriate for them but not for their peers in the same class who are in a different year group.

***Q: Do you cover FGM?***

 A: There is not a full lesson on FGM but it is linked to the Y6 curriculum so it will be mentioned. The lesson touches upon this to raise children’s awareness, to ensure they know that it is illegal, and if they have concerns about this who they can talk to.

***Q: How will you teach RSE?***

A: Class teachers in school will deliver RSE lessons. Teachers have had training on RSE, they know the content to be taught and are best placed to deliver lessons to children in their class as they know the children best.

***Q: Which parts of the curriculum are non-statutory?***

A:Only a small amount of the RSE content is non-statutory. The non-statutory lessons are:

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| **Year 4** | -**My Changing Body** – The statutory Health Education content covered in this lesson is also addressed elsewhere. The lesson is part of our optional Sex Education programme.The lesson explains how mammals (cats) grow babies (kittens) inside the mother’s womb or uterus. Mammal babies are made from 2 seeds; a female egg and a male sperm. The lesson explores what happens when the egg does not meet a sperm – the menstrual cycle.It links to:  **Changing adolescent body (Health Education)** |
| **Year 5** | -**Is it True?** – The lesson explores the idea of truth in an online context. The plenary considers gender, gender expression and gender identity. The plenary is optional content and a parent could request that their child is withdrawn from the plenary.It links to: **Respectful Relationships, Online relationships, Being Safe**-**Changing Bodies and Feelings** – this lesson teaches the correct words for the male and female external sexual organs. It also gives the opportunity to discuss some of the myths associated with puberty.It links to:  **Changing adolescent body (Health Education)** |
| **Year 6** | -**Making Babies** – The statutory Relationships and Health content included in this lesson are covered elsewhere in the programme. This lesson is part of our optional content.The lesson will recap that the purpose of puberty is to prepare the body to reproduce. It explains conception through sexual intercourse. It explores the timeline of conception and pregnancy. It teaches legal facts about sexual intercourse. The lesson identifies other means of reproduction (including reference to same sex couples) including adoption, surrogacy and IVF. The lesson establishes that not every instance of sexual intercourse will result in a baby and talks briefly about contraception.It links to:  **Families and People who care for me, Being Safe**  |
| **Year 6** | -**What is HIV?**– The lesson talks about illnesses and how they affect the immune system. The lesson then goes to talk about HIV and how it affects the immune system. This lessons links to the non-statutory Science content: pupils should learn how to keep their bodies healthy and how their bodies might be damaged including how some drugs and other substances can be harmful to the human body.It links to: **Health and prevention**  **(Health Education)**  |