

RELATIONSHIP AND SEX EDUCATION

IN YEAR 6



OVERALL OBJECTIVE ACROSS THE SCHOOL

The objective of Relationship and Sex Education is to help and support young people through their physical, emotional and moral development.

PSHE Association:

Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that relationships and sex education was ‘too little, too late and too biological’. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.

RSE CONTRIBUTES TO

PSHE Association:

It contributes to:

- **a positive ethos and environment for learning**
- **safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school**
- **a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice and bullying.**
- **reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying.**

AT PRIMARY SCHOOL (DfE)

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; and
- how a baby is conceived and born.

SPECIFIC ISSUES

Parents and pupils may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of relationship and sex education within the PSHE framework.

TEACHING

It is essential that schools can help children and young people develop confidence in talking, listening and thinking about sex and relationships.

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils.

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used; and
- meanings of words will be explained in a sensible and factual way.

REFLECTION

Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. Teachers can help pupils reflect on their learning by asking questions like these:

- What was it like doing this discussion today?
- What did you learn from others, especially those who had a different experience or belief from your own?
- What do you think you will be able to do as a result of this discussion?
- What else do you think you need to think or learn about?

POINT OF THE SESSION

To be aware of what the school is covering and knowing what the children will see.

If views are different then these are the conversations to have with your child beforehand.