

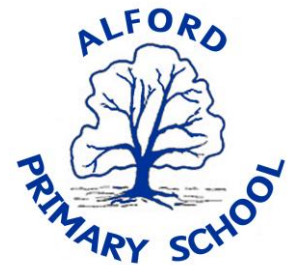
Alford Primary School

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Headteacher

Mrs Vicky Ross BSc. (Hons) NPQH

Relationships and Sex Education Curriculum 2021

Dear Parents and Carers,

As part of our values-led curriculum, teachers will be soon be starting to teach the focussed unit on RSE (Relationships and Sex Education). Our school policy, as agreed by the Governing Body and wider school community reflects the statutory expectations for primary schools. The policy is available on our website and with this letter.

We feel that Relationships and Sex Education is best introduced in the context of family life, with an emphasis on caring relationships and respect for others. As part of this teaching, the children will mainly be learning through discussions with teachers, senior leaders and small group work dependent on age.

In school, teachers will always deal factually, honestly and clearly with children's questions whenever they arise. We believe that Relationships and Sex Education, like other areas of the curriculum, should be matched to the maturity of the children.

As parents, you are in the best position to help your child to cope with physical, emotional and moral aspects of growing up. The information below sets out what will be covered by each year group starting from the week beginning 3rd May 2021. We are sending you this information early so you have a chance to ask us any questions, and so that you are well-prepared to answer any questions that may be asked by your child, supporting your child's learning at home.

As a school, we recognise that parents have a right to withdraw their child from all or part of the school's Sex Education Programme, which covers issues outside the National Curriculum. Where a parent wishes to exclude their child from these lessons, an email/letter requesting this should be sent for the attention of the Headteacher via primaryschool@alford.lincs.sch.uk, indicating the reasons for the request. I will then contact you directly to discuss this. Please note that children cannot be withdrawn from the science aspects of the teaching, as these are part of the statutory national curriculum. These are highlighted below in yellow.

Yours sincerely,

Mrs Vicky Ross
Head Teacher





Year group	Compulsory Learning (Science)	Relationships and Sex Education
Year 1	Science- Animal Lifecycles	<ul style="list-style-type: none"> • about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private (NSPCC PANTS RULE) • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission
Year 2	Science- Animal Lifecycles	<ul style="list-style-type: none"> • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia. • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year
Year 3 (Year 2 objectives missed due to COVID-19)		<ul style="list-style-type: none"> • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia. • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year
Year 4		<ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • strategies to manage the changes during puberty including menstruation for girls, erections and wet dreams for boys • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult



		<ul style="list-style-type: none"> • how to get information, help and advice about puberty
<p>Year 5 (Year 4 objectives missed due to COVID-19)</p>	<p>Y5 Science:</p> <p><i>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</i></p> <p><i>describe the life process of reproduction in some plants and animals.</i></p> <p><i>describe the changes as humans develop to old age.</i></p> <p><i>When they cover reproduction it is in very basic terms of sexual or asexual reproduction</i></p>	<ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing for girls and, erections and wet dreams for boys • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty
<p>Year 6</p>	<p>Y6 Science: <i>Revisit Y5 science objectives if needed.</i></p> <p><i>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</i></p> <p><i>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - genetic material from both parents so sexual reproduction</i></p>	<ul style="list-style-type: none"> • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults <ul style="list-style-type: none"> • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception • about the responsibilities of being a parent or carer and how having a baby changes someone's life • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this
<p>All year groups</p>		<p>NSPCC Pants Rule</p>