

A common question is

# Won’t telling my child about human reproduction take away their innocence?

Not at all! The evidence suggests that high-quality RSE does the opposite: it actually delays young people’s first sexual experience, and it helps them become much more confident and comfortable about making informed choices. Good and appropriate RSE takes away children’s ignorance, not their innocence.

Teaching about safety and relationships as part of PSHE contributes to how schools approach the safeguarding of pupils. It helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action.

Parents/carers are able to withdraw their children from the RSE included in the PSHE curriculum (as it is a non-statutory subject). But they are **not** permitted to withdraw their child from the Sex Education included in the National Curriculum Science Orders, as Science is a statutory subject.

If you are considering taking your child out of RSE lessons within

PSHE, please consider the following:

* All the other children in your child’s class will have been taught this information and may well talk to your child about it, perhaps in the playground and potentially mislead them or confuse them as a result. It may prove far better to allow experienced and sensitive teaching staff to teach your child in a progressive, developmental way that is grounded in research.
* They will be learning about reproduction in Science lessons. The RSE in PSHE will echo this and will concentrate on teaching children how to enjoy healthy, appropriate relationships, improve self-esteem and self-confidence, and make healthy, informed choices.

If y*o*u have any questions about the RSE content for your child’s year group or are considering withdrawing your child from RSE lessons, please talk with your child’s class teacher.

St Aidan’s Catholic Primary School

**PSHE Topics**

**Autumn 1**: Family and Relationships **Autumn 2**: Being Safe

**Spring 1**: Citizenship **Spring 2**: Economic Wellbeing

**Summer 1**: Health and wellbeing **Summer 2**: Careers and aspirations

# RSE Year 2 Parent Information Booklet

Dear Parent/Carer,

As you may already be aware, Relationships and Sex Education (RSE), along with Health Education, have been compulsory in primary education since September 2020.

There are four main aims for teaching RSE

* To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings, with- out fear or confusion.
* To help young people develop positive and healthy relation- ships appropriate to their age and development.
* To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them.
* To empower them to be safe and safeguarded.

At St Aidan’s Catholic Primary School, we use the Ten: Ten scheme of learning (alongside Twinkl Life) to teach discretely teach RSE within our progressive PSHE lessons. The lessons aim to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development. This work is treated in a matter of-fact and sensitive manner to allay embarrassment and fear. It helps children to cope with change, including puberty and to learn about families, friendships and healthy relationships. We aim to build a positive approach to these important issues.

Some of the key aspects covered throughout Key Stages 1 and 2 are:-

* + Life cycles
	+ How babies are made (at appropriate level)
	+ My changing body
	+ Puberty
	+ Growing from young to old
	+ Becoming a teenager
	+ Assertiveness and self-respect
	+ Friendship and family life
	+ Safeguarding
	+ Family stereotypes
	+ Self and body image
	+ Attraction
	+ Relationship skills e.g. conflict resolution
	+ Accepting change
	+ Looking ahead
	+ Moving/transition to next class/secondary school

**These are the aspects of RSE we will be covering in Year 2:**

**Life Cycles in Nature**

Recognise cycles of life in nature; understand there are some changes

that are outside my control and to recognize how I feel about this.

**Growing from Young to Old**

Tell you about the natural process of growing from young to old and

understand that this is not in my control; identify people I respect who are

older than me.

**The Changing me**

Recognise how my body has changed since I was a baby and where I

am on the continuum from young to old; feel proud about becoming more

independent.

**Boys’ and Girls’ Body**

Recognise the physical differences between boys and girls, use the

correct names for parts of the body and appreciate that some parts of my

body are private; tell you what I like/don’t like about being a boy/girl.

**Assertiveness**

Understand there are different types of touch and tell you which ones I

like and don’t like; be confident to say what I like and don’t like and ask

for help.

All teaching in PSHE will take place in a safe learning environment and be underpinned by our school ethos and values. A variety of opportunities will be provided for pupils to ask questions to further their understanding and to find out more about what affects them personally.

In Year 2, children will learn about how their bodies change in Summer term. Each year group will be taught appropriate to their age and developmental stage. Please note: at no point will children be taught something that is inappropriate. If a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group’s scheme of work.

The key concepts that children learn in PSHE are inner strength, self

-esteem and resilience. These are important as they help keep children safe and it helps them make healthy decisions later in life. Accurate information is important but only part of the picture: help them now by building their inner resilience, so they become mindful children, mindful teenagers, and mindful adults.